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Human talent is much too precious to be stifled and wasted. Therefore, it should be sought out, uncovered, and developed in the schools. Higher Horizons is a quest for the kind of education which, adjusted to the needs of disadvantaged children, will enable them to compete with other children on an equal basis and to receive a fair share of the rewards of society. The experiment began in 1959, in two grades, third and seventh. It extended by one elementary and one secondary grade each year. The population of the program includes both academically disabled and able children.

A major part of the effort has consisted of training and re-training teachers. More time had been given to the training of new teachers than to any other single activity. Inspiring teachers with a faith in the educability of children is a basic key in training. An improvement in the instructional patterns, with remedial services in reading and other basic skills, is another area of program action. The instructional program is accompanied by planned cultural enrichment activities, including an extensive trip program. The keystone has always been guidance service, at the heart of which lies individual counseling.

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HIGHER HORIZONS

Progress Report

JACOB LANDERS
Coordinator
Higher Horizons Program

Board of Education of the City of New York
January 1963

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FOREWORD

"To me, Higher Horizons has meant the difference between operating on the level of frustration and operating on the level of hope." These words of a junior high school principal epitomize the impact of the program upon those affected by it. To parents, it has meant new hope for a break in the sorry circle of inadequate education, marginal employment, sub-standard housing, leading back to inadequate education. For children, it has meant new hope for progress in education and through education; to teachers it has meant new hope for success in teaching children whom they are eager to help.

The story of Higher Horizons is largely a record of efforts to change these hopes into reality. This report will be a sober appraisal designed to explain and clarify the operations of our program. The previous report * gave considerable detail in this respect, and there is no intention of repeating familiar material. Rather, the outlines of the program will be reviewed and discussed, while major attention will be focused on the activities and the rationale behind them. Efforts will also be made to indicate broad patterns, generalizations, or conclusions which might be of value to others struggling with similar problems.

Similarly, there will be no attempt to explain completely the utilization of services whose value is self-evident. It will be assumed that a guidance counselor added to a school staff will help many individual children through a variety of activities and techniques, just as a teacher trainer should help teachers and a curriculum assistant should adapt and enrich the curriculum. Only those facets will be highlighted which are particularly applicable to our program for disadvantaged children.

This report is based largely, although by no means entirely, upon information submitted by schools in June 1962. Unless otherwise noted, activities described took place during the 1961-1962 school year. This does not mean that they were necessarily new or different, or that they were abandoned at the end of the year. As an ongoing program, begun in 1959 and with roots going back to 1956, Higher Horizons builds upon past efforts while looking to the future. At the same time, important new developments have been included for the beginning of the 1962-1963 school year, to bring the report up to date.

A Higher Horizons program can be successful only if it is built upon an existing sound and solid educational structure. It is doubtful that one or two remedial reading teachers can compensate fully for a shortened

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* N. Y. City Board of Education, The Higher Horizons Program, **First Annual Progress Report 1959-1960.**

school day resulting from overcrowding. An additional language arts teacher for primary grades can be very useful, but she can hardly overcome the language deficit of children herded into first year classes of thirty-five or forty. To build an educational program in this fashion is to build on quicksand.

One hundred and twenty years ago, Horace Mann referred to education as, ". . . beyond all other devices of human origin . . . the great equalizer of the conditions of men, . . . the balance-wheel of the social machinery." * Higher Horizons is an extension of this philosophy to meet the challenge of modern mass education. In a very real sense, it attempts to redress the social balance for the disadvantaged, and to extend to them a measure of equal opportunity.

More than 2,000 teachers, supervisors, administrators, and other professional workers have been directly concerned with the program. Both for myself and for the children, I wish to extend thanks and appreciation to them. I wish particularly to express my gratitude to my guidance consultants and assistants, Miss Carmela Mercurio and Mrs. Marie Barnett.

Jacob Landers
Coordinator

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* Mann, Horace, "Report for 1848," **Life and Works of Horace Mann, Vol. IV: Annual Reports of the Secretary of the Board of Education of Massachusetts for the Years 1845-1848: Oration Delivered before the Authorities of the City of Boston, July 4, 1842.** Lee and Shepard Publishers, Boston. 1891.

I

BACKGROUND AND ORGANIZATION

A Response to Need

Higher Horizons, the first of all major educational programs designed to help disadvantaged children, is also the best known. In his recent book, **The Culturally Deprived Child,** Dr. Frank Riessman states, "The Demonstration Guidance Project (the forerunner of Higher Horizons) . . . has literally swept the country as a model to be emulated. This project has demonstrated convincingly that supposedly uneducable children from lower socio-economic backgrounds can successfully learn and progress in a reorganized school environment." Of the present program he adds, "The Higher Horizons program represents a giant step forward. . . ."

A recent article in **The New York Times** called it "the most exciting educational experiment of recent years." Former Secretary of Health, Education, and Welfare Abraham Ribicoff, after visiting a Higher Horizons junior high school, exclaimed, "This is the greatest single experience I have had, and the greatest single lesson I have learned. . . . This is for all America!"

The problems tackled in Higher Horizons are nationwide—waste of potential among the disadvantaged, depressed achievement, large numbers of dropouts. The leadership of New York City is at least partly the consequence of its early acquaintance with these problems. Long before other cities, the New York City educational system faced the complication of a vast in-migration of people, many of them non-English speaking or from the rural South, who had been denied educational opportunity elsewhere. As of October 31, 1961, approximately 225,000 of our 573,000 elementary school children, and 75,000 of our 186,000 junior high school pupils, might be classified as disadvantaged. In 1960 a study of our foreign born elementary pupils revealed that of the entire elementary school population, 62,287 pupils, or 11.5%, spoke English either haltingly or not at all. Thus, the great severity and extent of the problem have inevitably demanded solutions of equal vigor and scope.

The quality of education received by our disadvantaged children will determine almost entirely the extent to which they can fulfill their personal needs, and at the same time make their maximum contributions to society. For them and for their parents, there has been a revolution of hope and expectation, with education as both precursor of progress and symbol of success. Much as they may try to hide their knowledge, they recognize full well that failure in education is terribly final, and for them spells the end of the American dream of progress through education.

As educators, we recognize that the expansion of equal educational opportunity to all children is our new frontier. The conservation of our human resources and the extension of our democratic heritage are the two basic imperatives of education in our time. The failure of these efforts would be a serious erosion of our American democracy.

Governor Nelson A. Rockefeller, in his annual address to the State Legislature on January 4, 1961, said, "No human waste is more tragic than the waste of human talent which occurs because the possessors of such talent are held back by accident of birth or social circumstances for which they have no responsibility." It is unfortunate, moreover, that undeveloped potential is generally an unmarketable and sometimes a harmful commodity. The basic belief of Higher Horizons is that human talent is much too precious to be stifled and wasted. Therefore, the prime objective of Higher Horizons is to seek out, uncover and develop this talent in the schools.

The Demonstration Guidance Project

In the spring of 1956, the Board of Education's Commission on Integration, working through a Sub-Commission on Guidance, Educational Stimulation, and Placement, stated:

> It is well known that tests of mental ability usually do not measure the full intellectual potential of children who come from low status socio-economic homes, or homes in which there is cultural deprivation. Neither do such children demonstrate the academic achievement that other, more privileged children of comparable ability do, with the result that relatively few of the under-privileged children pursue post-high school education, if indeed they complete even modified high school courses. In the concern for this type of child, it is proposed to institute a demonstration guidance program for the early identification and stimulation of able students who are not now identified, and to combine this guidance program with one of teacher education in the identification and stimulation of able students of the type mentioned.

Out of this proposal evolved the Demonstration Guidance Project which began at Junior High School 43 Manhattan in December 1956. It was organized at the junior high school level because of the firm conviction that a program to overcome the stifling of educational motivation in disadvantaged children should be developed several years before the legal age of school leaving.

The Project, intended only for the pupils in the junior high school who showed the greatest academic potential, was planned for a six-year period, so that the seventh grade pupils could be followed through graduation. When it began, it included 717 of the 1,400 junior high school students in grades 7, 8 and 9. After further screening, and the dispersion of some students to a variety of high schools, 379 pupils were placed in project classes at George Washington High School. Of this number 240 pupils were ultimately graduated.

In the course of the Project, many approaches were used to compensate for limitations caused by community factors. These efforts included expanded guidance and counseling staffs, special instructional and remedial services, broader cultural experiences, increased contacts with parents, and clinical and financial assistance.

Origin of Higher Horizons

The success of this project led to a recommendation for its extension into other junior high schools having problems in educational achievement similar to the problems of Junior High School 43, even though the economic range of the communities concerned varied to some extent. It was further recommended that:

> the expanded program should include like services to the elementary schools feeding the selected junior high schools in order to lessen the cumulative effect of insufficient motivation and stimulation and make it possible for each child to derive maximum benefit from a sound educational program. The program should extend its services to **all** children—bright, average, and slow.

As a result of these recommendations, the expanded program, known as the Higher Horizons program, was launched in September 1959.

Differences: Higher Horizons Program and Demonstration Guidance Project

Although the Higher Horizons program was a direct outgrowth of the Demonstration Guidance Project, there are important differences between them with reference both to purposes and to organization.

The pilot project was designed to identify and stimulate able pupils, with the ultimate goal of college admission. The target group consisted initially of only one-half of the junior high school population, and the number of children continued in the project decreased for every year of operation. The Higher Horizons program includes all children in the grades affected, the academically disabled as well as the academically able. Because it embraces all pupils, its goals must of necessity be the goals of all education. Since it applies specifically to disadvantaged children, Higher Horizons is in reality a quest for the kind of education which, adjusted to their needs, will enable them to compete with other children on an equal basis, and to receive a fair share of the rewards of society. As such, it has ceased to be a special project, and has become a program. It is no longer faced with the necessity of constantly justifying its existence. The methods, procedures, techniques, rationale, and emphases may change, and perhaps be altered completely; but the need will continue to exist. So long as there are large groups of children who are denied effective equality of educational opportunity, just so long will some form of Higher Horizons be necessary.

As indicated above, The Demonstration Guidance Project dealt with a picked and constantly decreasing number of students in one junior high school and later in one high school. When chosen, they were in all grades (7, 8, 9) of the junior high school. As they progressed through the grades, a higher grade was added each year and the lowest grade was dropped. Higher Horizons, as an ongoing program, adds new grades and pupils each year, and operates in many schools and on different school levels. Originally, in 1959, Higher Horizons was introduced in grade three of elementary school and grade seven of junior high school. Each year, one elementary grade and one secondary grade have been added, so that at present the program includes elementary grades 3 to 6, junior high school grades 7, 8, and 9, and grade 10 in high school.

The reasons for beginning with one grade at a time were many. The introduction of so vast a program required time for planning, organization, and teacher training. The budgetary situation was such as to render difficult, if not impossible, appropriations for children in all grades in the selected schools. It was the general feeling that growth should be gradual, in order to facilitate the evaluation of progress as a preliminary to further expansion. Thus both financial and educational reasons joined to indicate the inclusion of one grade at a time.

Table 1 on page 5 may help summarize graphically the important differences between the initial Project and its successor.

Organization

During the school year 1959-1960, services were provided for seventh grade pupils in thirteen junior high schools and for third grade pupils in elementary schools feeding nine of these junior high schools. Subsequently, the feeding elementary schools of the remaining four junior high schools were added to the program.* Tables 2 and 3 on page 5 indicate the growth since 1959.

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* See Appendix A for list of schools.

TABLE 1

Differences Between Higher Horizons and the Demonstration Guidance Project

	Higher Horizons Program	Demonstration Guidance Project
Begun	September 1959	December 1956
Initial Grades	3 (elem.), 7 (jr. h. s.)	7, 8, 9 (jr. h. s.)
Extension	one elementary and one secondary grade added each year	to h. s. in September 1957
Schools	52 elementary schools 13 jr. high schools 11 high schools	Jr. H. S. 43 Manhattan; George Washington H. S.
Target Population	all children	the academically able
Goal	better education and wider fields of choice for disadvantaged children	graduation with academic diploma, college admission
Method of Operation	decentralized operation	concentrated control
Present Status	64, 075 pupils in grades 3 to 10	completed in June 1962

TABLE 2

Expansion of Elementary School Higher Horizons Services, 1959-1962

Year	Schools	Grades	Pupils	Program Teachers	Counselors
1959-1960	31	3	5,561	33	30
1960-1961	52	3, 4	18,342	61	49
1961-1962	52	3, 4, 5	25,039	81	67
1962-1963	52	3, 4, 5, 6	33,757	168	87

TABLE 3

Expansion of Jr. H. S. Higher Horizons Services, 1959-1962

Year	Schools	Grades	Pupils	Program Teachers	Counselors
1959-1960	13	7	6,769	25	26
1960-1961	13	7, 8	13,423	32	29
1961-1962	13	7, 8, 9	19,111	46	50
1962-1963	13	7, 8, 9	19,338	52	50

In September 1962, the tenth grade of 9 academic high schools and 2 vocational high schools was added to the program. In order to extend additional Higher Horizons services to the 10,980 pupils, 70 program teachers and 20 guidance counselors were added to the school staff over and beyond the normal allotment.

The program is coordinated by Jacob Landers, a junior high school principal assigned, assisted by Carmela Mercurio, guidance consultant. Deputy Superintendent of Schools John B. King has over-all responsibility, together with the heads of the Divisions of Elementary School, Junior High School, Senior High School, and Child Welfare.

Major policies and directions are set by the Advisory Committee (see page vi for names), under the chairmanship of Dr. Bernard E. Donovan, Acting Superintendent of Schools. The Advisory Committee consists of all members of the Advisory Committee of the Demonstration Guidance Project, and the assistant superintendents directly concerned with the Higher Horizons program.

Other bureaus and offices also play important roles. Chief among these are the Office of Research and Evaluation, the Bureau of Educational and Vocational Guidance, the Bureau of Child Guidance, and the Bureau of Curriculum Research.

It must be recognized that Higher Horizons represents largely a decentralized operation. The goals and the standards are the same for all districts and for all schools, and a framework of structure has been introduced. Beyond this each principal, in consultation with his field assistant superintendent, determines the specific program in an individual school. Thus the programs and procedures have varied widely from school to school, and from district to district. It would be neither desirable nor possible to secure uniformity in the application of Higher Horizons.

This decentralization results in large part from the heterogeneity of population in New York City. Even among our underprivileged there are degrees of disadvantage. The problems of the de facto segregated school in Harlem are quite different from those of the de facto segregated school in Queens, in the midst of a population which is upwardly mobile. Then again, these two schools differ markedly from the school in the South Bronx with its predominantly Puerto Rican population, or from the school with a large immigrant Portuguese and Italian population.

Elementary School

Every elementary school in the Higher Horizons program receives an additional allotment of teachers. Until the current school year, the nature of their assignments was determined almost entirely by district and school needs. In district A, these program teachers were assigned to individual schools primarily as curriculum assistants and teacher trainers. In district B, they were organized in teams of teacher training specialists in such areas as reading, mathematics, science, and social studies, and visited schools on a scheduled basis. In district C, they were assigned to individual schools mainly to carry on programs of reading improvement. In district D, program teachers were assigned to individual schools, with the scope of their duties to be determined almost entirely by the principal. Other determinants of the use made of added personnel are such factors as the degree of building utilization, the nature and extent of existing services, staff turnover, and teacher aptitudes and attitudes.

All of these teachers spent a good part of their time with such activities as parent and community education, cultural activities, teacher training, curriculum improvement and enrichment, and remedial work. Yet, from school to school, there was a shift of emphasis, depending upon local conditions.

In September 1962, efforts were made to introduce a greater degree of structure in the use of program teachers, while allowing reasonable flexibility to the schools and districts. Most schools received three such teachers, two of them for academic stimulation and improvement, and one for cultural enrichment. The academic teachers function mainly in the area of language arts, while the other teacher works in the area of art or music, or both, and takes care of the trip program. Each of ten schools, one for each superintendent's district where the program is maintained, has in addition a teacher of science and a teacher of library.

All Higher Horizons program teachers in elementary schools are required to spend approximately half their time in the direct instruction of children. The remainder of the time may be devoted to activities similar to those already noted above.

Junior High School

The organizational situation in the junior high schools has been roughly parallel to that in the elementary schools. In previous years, principals were given a great deal of freedom in the use made of the assigned Higher Horizons program teachers. They were used mainly for remedial reading, teacher training, curriculum enrichment, cultural activities, and administration.

In organizing for the 1962-1963 school year, principals were asked to use the additional teacher time allotment to organize smaller classes in reading, mathematics, and foreign languages. It was also recommended that approximately one-half of the corrective and remedial services of the school go to children with greater academic potential. These suggestions have resulted in greater uniformity of structure and emphasis, as well as increased services to the academically able. However, since requests were in no sense mandatory, there is still great variety in the organizational patterns which have evolved.

High School

In the many discussions which preceded the extension of Higher Horizons to the high schools, the basic problem was the extent to which additional services were to be concentrated on relatively few pupils, or spread fairly evenly across the entire tenth grade. The following basic agreements were reached:

— All tenth grade children were to receive some additional service, either instructional or guidance or both.

— Beyond this, principals were free to organize individual programs to meet the differing conditions in their schools and the varying needs of the pupils.

Principals have outlined and interchanged plans of organization, so that there is continuous communication among themselves and between them and headquarters. As a result of earlier experiences and of the interchange of ideas, it seems likely that changes will be made, some of them as early as February 1963.

Nature of the Pupil Population

As indicated earlier, our Higher Horizons schools cover the entire spectrum of the disadvantaged. A few, included because they feed into Higher Horizons junior high schools, might even be classified as middle-class by location and student body. Approximately 71% of our elementary and junior high school pupils are Negro, 17% are Puerto Rican, and 12% are "others."

In every school, there are hundreds of fine parents fighting desperately to instill in their children the traditional American virtues. Some children in "underprivileged" neighborhoods are not at all "disadvantaged," either economically, or socially, or culturally. Indeed, some might be called "privileged" from many points of view.

Yet it is also accurate to say that most of our Higher Horizons children live either in slum areas or on the edge of them, and come from low income families without an educational tradition. Collectively, they suffer from all the ills which a modern society can visit upon the children unfortunate enough to live in its decaying areas. Many of the families receive Welfare assistance, and even more of the children receive free lunch. A high proportion come from broken homes. Many of them are latch-key children, wearing around their necks the key which is mute evidence of an empty apartment when they return from school. Some live in SRO's—single room occupancy apartments broken up so that a whole family lives in a single room.

In the average school, the rate of pupil turnover (number of admissions and discharges divided by register) is almost 50%. In many schools, the in-migrant pupils outnumber the indigenous pupils. Under these conditions, it is difficult to maintain a desirable continuity of instruction.

The cumulative effect of these and other factors were easily discernible in the results of standardized tests in reading and in arithmetic administered to seventh grade students during the first year of the program, in November 1959. At that time, children should have scored 7.2. However, New York City children enter school at an average age four months younger than the population on which the test was standardized. Therefore, the adjusted grade equivalent was 6.8.

In reading, the median retardation, as compared to this adjusted grade equivalent, was one year and seven months. In short, half the children were below their grade level by more than two years! The poorest school was two years and nine months behind, and the best school was eight months behind. In arithmetic, the results were approximately the same.

These results are admittedly poor. Yet, when one examines the conditions under which these children live and learn, one cannot help but be impressed that the children learn as well as they do. There can be no doubt of the existing potential for tremendous growth in academic areas.

It is equally obvious that statistically measurable growth in academic areas for so many children will necessarily be slow in coming. It is no slight matter to raise the level of reading of an entire group of 64,000 children by even one month. Yet, in the final analysis, the success of Higher Horizons and similar programs must be judged largely by such criteria. It is not enough for us to raise the self-image, or to broaden cultural horizons, or to improve the school climate, or to make teachers happier. If within a reasonable period of time, the level of academic functioning has not been raised, then our effort must be adjudged largely a failure.

We should then examine carefully and without prejudice the reasons, for it is always easier to blame the children or the community. If we fail, then we examine first and foremost ourselves and our methods.

Nature of the Higher Horizons Program

The Higher Horizons program is based on the premise that improvement in a pupil can best be effected by direct influence upon the child, the teacher, and the parent.

If we intend to raise the child's educational, vocational, or aspirational goals, we must first convince him that it is possible. Too often, the underprivileged child becomes aware at an early age of the low expectations which others have of him. His first school experiences with academic work are often frustrating and tend to reenforce his feeling of inadequacy. If he is a minority group member, the racial or national stereotypes to which he is exposed emphasize his inability to acquire the academic virtues. In his daily contacts with others, he finds constant reminders of how little is expected of him. To counteract these influences, a major effort must be made to raise his self-concept. This is a necessary preliminary to improvement in motivation and in achievement.

The teacher plays a key role in the total process. She must first believe in the child and in the program; she must be the first to catch the contagion of enthusiasm. Faced daily with the demands of a difficult situation, the teacher, often new and inexperienced, may tend to lose sight of the tremendous reservoir of potential that exists in all children. The Higher Horizons program can succeed only if it stimulates the faith of teachers in pupils and provides them with the means to translate that faith into accomplishments.

Parents are equally important in any program designed to raise the levels of aspiration and of achievement of pupils. Mothers and fathers, inured to the harsh realities of a seemingly hostile world, are often prone to lower their expectations for their children. A major assault must be mounted against the apathy and discouragement so often rooted in bitter experience. A powerful ally in this effort is the desire of parents for more education, better jobs, and a better life for their children. It is our responsibility to convince them that these goals are possible and that they are mutually dependent. The parents must be persuaded to accept their share of responsibility in the total effort.

From the point of view of implementation, the program has three major facets:

1. Application of the principle of compensatory education.
2. Differential utilization of services.
3. Spiritual and inspirational features.

These will be discussed in the following chapters.

II

OBJECTIVES

The ultimate objectives of the Higher Horizons program are no different from those of our school system in general. Goals for the educationally disadvantaged are the same as those for other children. We proceed on the assumption that the disadvantaged have as much innate ability as the advantaged.

In a majority of cases, this potential has not been realized because of adverse environmental and family circumstances. The school must compensate to the extent possible for the difficulties resulting from deprivation. Therefore, while the long range goals remain the same in a Higher Horizons school, there will be, inevitably, changes in short-range goals, in emphases, in programs, and in procedures.

During the 1961-1962 school year, there was a continuous process of re-evaluation and definition of objectives. This effort initiated by the Advisory Board and the Coordinator was carried forward by associate and assistant superintendents at headquarters, together with the field assistant superintendents and principals. A comparison of the objectives listed below with those noted on the previous report will reveal the greater specificity and the increased attention to academic improvement.

The existence of certain goals for specific groups of children is no indication that similar or equivalent goals do not exist for other children. Thus, for example, the section below which deals with remedial services states as a goal, "To supply remedial services for children with good academic potential, particularly in reading. . . ." Our schools have for many years supplied special remedial reading services for children who were far behind. Now, in addition, we are supplying services for children who may be only a little behind in terms of grade equivalent, but who are far behind in terms of potential, so that they may go far ahead.

The specific goals to be emphasized in the Higher Horizons program are as follows:

Guidance

1. To identify abilities, interests, and needs of children.
2. To raise levels of aspiration of children, and to stimulate them to attain levels commensurate with their ability.
3. To create for all children the aspiration to complete high school, and for those with appropriate ability, the aspiration to go on to higher education.

4. To carry on programs of intensive individual and group counseling which will:
   - assist each child in making and following appropriate educational and occupational plans.
   - provide for the early introduction of occupational information.
5. To carry on programs of education of parents in guidance objectives.
6. To assist with in-service training of teachers.
7. To develop new guidance tools, techniques, procedures, and materials to help realize these objectives.

Teacher Training

1. To train teachers in identification of ability, particularly academic ability.
2. To train teachers in methods of helping children to realize their potential, particularly in academic areas.
3. To help teachers to set goals for children which are realistic in terms of potential rather than in terms of past achievement.
4. To define the role of the classroom teacher in the total program to help the educationally disadvantaged.
5. To stimulate teacher participation in the total program.

Cultural Experiences

1. To raise children's cultural sights by giving them experiences not usually provided by the home or community.
2. To help children see themselves as part of the cultural mainstream of our country.
3. To supply educational, occupational, and cultural experiences which will raise the aspirations of the children while simultaneously improving their self-image.
4. To provide a firm basis for other educational experiences, particularly those of a verbal nature.

Curriculum Enrichment and Adaptation

1. To enrich the curriculum in academic and cultural areas in order to discover and develop pupil potential.
2. To make such curriculum adaptations as may be necessary to develop the academic potential of pupils.
3. To utilize existing school facilities, such as libraries, in reaching these goals.

Remedial Services

To supply remedial services for children with good academic potential, particularly in reading but also in other academic areas.

Parent and Community Education

1. To help parents understand the value of the school in terms of their hopes for their children.
2. To give parents a better understanding of the community resources and educational opportunities available to them and to their children.
3. To encourage and assist parents in providing an atmosphere of encouragement and stimulation for their children.
4. To raise the levels of educational, vocational and cultural aspiration of parents for their children.
5. To enlist the assistance of community agencies in supplying necessary services, and to coordinate such services.
6. To develop new approaches which will encourage parents to cooperate with the school in raising the educational, vocational, and aspirational level of children.

Inspiration

1. To give to teachers and parents that faith in children, and children that faith in themselves, which alone makes progress possible.
2. To enable teachers, pupils, and parents to identify themselves with a successful enterprise of great importance.

Evaluation and Record-Keeping

1. To develop techniques for the identification and stimulation of the educationally disadvantaged.
2. To organize and maintain meaningful records.
3. To evaluate the success of the Higher Horizons program.

III

PRINCIPLE OF COMPENSATORY EDUCATION

Equality of Educational Opportunity

The phrase "equality of educational opportunity" is one of the shibboleths of our time. Although every one subscribes to it, its meaning is open to varying interpretations. "Equality" might mean "of equal quantity or quality;" it might also mean "equal to the special needs of the children and groups concerned."

In New York City we have for a long time accepted the principle that educational opportunities ought to be consistent with the needs of the children. This doctrine is not open to serious question, nor has it been challenged in recent years by any considerable group of educators. Nobody would seriously question the desirability or the soundness of having only seven or eight children in classes for the doubly handicapped in the School for the Deaf. The policy of supplying individual instruction to homebound children is an accepted part of our program. Throughout the country, mentally retarded children are grouped in small classes and supplied with many special services.

Such efforts on our part meet with public and professional approval, even when they entail an expenditure per pupil amounting to many times the sum spent for the normal pupil. We recognize that some pupils have special needs which cannot be met by the ordinary educational program. In the same way, there are schools in which the great majority of pupils have such special educational needs.

We must recognize that most of the children in such schools have missed out-of-school experiences which children in more favored areas have from an early age — experiences which develop concepts, abilities, and attitudes favorable to school success. Thus, children in underprivileged areas almost always have more limited vocabularies than children of equivalent ability from more privileged homes. Their motivation for school learning is further limited by the fact that expected learnings are often unreal or irrelevant for them, and sometimes in conflict with their out-of-school interests, goals, and standards. Family problems are frequent, and social conditions are often difficult.

Such children, who are unable to reach their potential because of unfavorable environmental conditions, represent the most seriously neglected group in our schools. They form the majority of the children who, each year, drop out of high school before completion. They constitute a large proportion of our brightest young people who end their formal education upon high school graduation; they form the bulk of the millions of children of average ability or better who do not learn to read properly.

For these children, a mere mathematical equality of services is entirely inadequate to overcome the handicaps of unfavorable social and economic conditions. For them, equality of educational opportunity demands a compensatory inequality of services.

A state investigatory committee recently made a study of a specific community, designed to find out whether there was equal educational opportunity for all children. The committee, as reported in **The New York Times** of October 11, 1962, concluded that educational opportunities were equal, and stated, "By equal is meant the gross similarity in resources and instructional materials provided by the Board of Education, gross equality in both the certification and numbers of teachers, gross similarity in the quality of buildings and building maintenance, and gross opportunity for pupils to achieve."

The acceptance of the principle of "gross equality" results inevitably in gross inequality of educational opportunity. There are some Boards of Education and some Superintendents of Schools who think that it is possible to build a program like Higher Horizons with faith, hope, and a little re-tooling. This is just not so. It is no doubt possible, as it always is, to improve with existing resources the quality of education of the disadvantaged. It is illusory to expect, however, that the professional services which were barely adequate for a middle-class population will provide quality education for children with greater needs. The assignment of additional services is a prime requisite for any program to raise educational, vocational, or aspiration levels of disadvantaged children.

Special Services in Higher Horizons Schools

For the school year 1962-1963, the Higher Horizons program will cost approximately $3,800,000, or about $61 per pupil. This money is spent for 290 program teachers and 157 guidance counselors, together with added funds for books and supplies.

Actually, the advantage in favor of our disadvantaged children is much greater than $61 per pupil. Last year, Dr. Mark Schinnerer, former Superintendent of Schools of Cleveland, was retained by the State to make an independent survey of the New York City school system. He estimated that the city was spending between $150 and $175 per pupil per year for such additional services. If we accept his figures, then the total additional cost of educating Higher Horizons pupils during the current school year would be well over $200 per pupil.

This difference results in part from smaller class size and in part from many special programs. The extent of special services can be illustrated by comparing two elementary schools, each with approximately 860 pupils in grades one through six.

The first one, School A, in a middle-class residential area, has 25 classroom teachers, a reading teacher, a teacher of health education, an assistant-to-principal, and a principal, making a total professional staff of 29. The other, School B, a Higher Horizons school, has a staff of 52.5, as follows:

32 classroom teachers, 7 more than its counterpart, in order to reduce class size.

3 Higher Horizons program teachers, two of them for academic enrichment and one for cultural enrichment.

1 reading improvement teacher (RIT).

1 corrective reading teacher (CRT).

1 Higher Horizons guidance counselor.

2 child guidance positions in the Early Identification and Prevention program (EIP). This program aims to identify and meet the special needs of children in grades K-3, with special emphasis on the second grade. The two positions consist of a full-time counselor, a half-time psychologist, and a half-time social worker.

½ of an attendance teacher position.

1 Substitute Auxiliary Teacher (SAT) who is Spanish speaking. Her job is to facilitate the adjustment of the non-English speaking child and his parents to the school and community.

7 teachers for an All-Day Neighborhood School program (ADNS). These teachers assist with curriculum and guidance during the regular day session. Between 3:00 and 5:00 o'clock, they carry on a specialized group-work program.

1 library teacher.

2 assistant-to-principals.

1 principal.

Thus, School A has 34 professional workers per thousand children, while School B has 61 professionals per thousand. This represents an increase of almost 80% for the Higher Horizons school.

Other Higher Horizons schools have services which have not been mentioned.

— Junior Guidance classes, in which the average register is only 10. These classes are for emotionally disturbed children and the seriously maladjusted. Usually, there are clusters of three or four classes in a school, with each cluster having an additional "helping teacher."

- Teacher trainers.
- Non-English speaking (NE) coordinators to serve as curriculum assistants for teachers of non-English speaking children.

A complete listing of the special services supplied to Higher Horizons elementary schools appears in Appendix B. This listing does not include the additional teachers supplied to reduce class size. Of course, none of the schools have all the services noted above, but all have some of them. That is why it is rather misleading to say that New York City is spending only $61 per pupil on its Higher Horizons program. In the Higher Horizons schools, we have approximately 30% more teachers per thousand pupils than in schools in middle-class areas. The scope of operations of Higher Horizons includes, not only the 447 teachers and counselors assigned specifically for the program, but also hundreds of other teachers. Thus the Higher Horizons program is a function of all the additional services allocated to the school in keeping with the principle of compensatory education.

In the thirteen junior high schools 664 official classes have been organized in grades 7-9 for 18,564 pupils, with an average register of 28.0. This figure, which does not include the very low registers of the special classes for children with physical or mental handicaps, is considerably lower than that of schools located in middle-class areas. These junior high schools have, in addition, 533 other positions, making a total of 1197, and an overall teacher-pupil ratio of better than 1:16. There were also 72 supervisory positions assigned as principal and assistant-to-principal, bringing the total of professional workers to 1269.

Dr. James B. Conant, in his memorandum to school boards entitled **Education in the Junior High School Years** stated, "A balanced staff of 50 professionals for 1,000 pupils is the minimum acceptable ratio for an adequately staffed school system. A higher ratio of professional staff to pupils is desirable." In our Higher Horizons junior high schools, there are 68 professionals per thousand pupils. This ratio is tangible evidence of the commitment of New York City to the education of its youth.

In the high schools, the amount of guidance service has been doubled in Higher Horizons grades. The normal allotment of counselor time is 1 to 550 pupils, and this is approximately the rate at which additional counselors have been assigned to the high schools. Program teachers, assigned at a ratio of 1 to 157 pupils, have enabled high schools to cut class size drastically and to initiate many favorable program modifications for groups of children.

Higher Horizons as the Forerunner of Future Services

There are many non-Higher Horizons schools just as difficult as, or more difficult than, Higher Horizons schools. Questions have arisen as to the fairness of giving so many additional services to some schools, while others, just as needy, do not get them.

It is true that every school would profit from the expanded services of the Higher Horizons program, and that every school ought to have guidance counselors, program teachers, and additional supplies. However, funds have not been available to service all schools, and a choice had to be made. To the extent possible, efforts were made to select schools within the entire range of the disadvantaged. If the program proves its value, it will be extended to other schools with special problems, and eventually to all schools.

Indeed, this gradual extension of services and programs is typical of the way in which educational betterments are secured. All schools are the ultimate beneficiaries of every expansion of educational service.

It should be noted that funds for special services for Higher Horizons pupils, and for other disadvantaged pupils, were added to the educational budget, and did not replace a single item. The money was included as additions to existing allotments, and would not have been forthcoming under other conditions.

Special Services and Regular Activities

It is important to remember that many of the special services in the Higher Horizons schools simply make possible the normal and regular activities of any good school. Thus, for example, in many of our Higher Horizons schools the time of the added teachers has been used in part for pupil publications. It is not at all unusual, we know, for elementary schools to publish newspapers, magazines, science bulletins, and the like. Indeed, it is part of the normal functioning of every good school. The fact remains, however, that for most of our Higher Horizons schools such publications would be impossible without the enthusiasm supplied by the program and the availability of additional services.

In the same way, weekly or monthly bulletins to parents, as a preliminary to a planned series of meetings or workshops, are part of the normal routine of many schools. Today, they are part of the normal routine of our Higher Horizons schools. Thus our schools are able to function like other good schools, in terms of the services they offer to their pupils and to the community.

In the chapters which follow, there will be descriptions of such activities as math teams, foreign language clubs, poetry readings, dramatic groups, and science clubs. They may be taken for granted in suburbia, but for us they represent a distinct breakthrough in our own educational frontier.

It is an unfortunate fact of existence in many schools located in blighted urban areas that the normal processes of education become more difficult of achievement, and more wearing upon personnel. As a result, there is often neither time nor energy left for the many "extras" which teachers wish to do, and which normally accompany their regular professional activities.

The psychological rewards of helping children with special needs are great indeed, and we shall never have enough of the teacher whose greatest reward is a psychic increment. In New York City, we have our fair share, and more, of those dedicated men and women who, in their daily labor of love for children, give unstintingly of themselves over and beyond the call of duty. All of us remember with fondness and gratitude the teachers who, under the most difficult of circumstances, and by strength of personality, have mixed love and learning to raise aspirations and achievement of children.

Such teachers are by their very nature, few, and it is unrealistic to expect that our urban schools and particularly the ones in the "gray areas" will receive more of them than other schools. Laments about the changed attitudes of teachers and strictures about the necessity of dedication tend to overlook the many additional burdens of teachers in schools in blighted areas: the pervading and corrosive problems of discipline, with their threats to the self-esteem of the teacher; the differential set of values and expectations between the school and the community; the high transiency rate of the pupil population; the high rate of staff turnover; the large number of in-migrants; the difficulties of securing parental support and reenforcement; the greater travel time to and from school; and many others.

The additional services supplied in keeping with the principle of compensatory education make it possible for schools to conduct those activities which they always desired, but could not carry on because of lack of staff or strength. Ultimately it is hoped that, in terms of activities, academic achievement, and climate, there will be little difference between Higher Horizons schools and other schools throughout the city.

IV

TEACHER EDUCATION

Preceding chapters have set forth the goals of the Higher Horizons program, and the special services supplied to assist in the achievement of these goals. The present chapter and those which follow present in considerable detail the techniques, procedures, and practices which have actually been used in the schools, together with the basic considerations underlying their use.

These chapters are descriptive rather than evaluative. They tell the story of what was done, and why. The methods are quite different from those of scientific research, and the judgments admittedly subjective. Yet they are by far the most important part of this report.

Here will be found the record of the bread-and-butter activities designed to raise achievement levels, and the inspirational activities designed to raise levels of aspiration and hope. Actually, of course, the record is necessarily incomplete. No single document, regardless of size, could possibly include all of the activities of all the Higher Horizons schools which might lead to the attainment of the objectives. Brief as it is, it will, we hope, indicate both the extent and the nature of the program.

Central Role of the Teacher

The teacher is the key figure in the total process of educational change. He himself must first believe in the child and in the program; he must be the first to catch the contagion of enthusiasm. Faced with the daily demands of a difficult situation, the teacher, often new and inexperienced, may tend to lose sight of the reservoir of potential which exists in all children. A program such as Higher Horizons can be successful only if it stimulates the faith of teachers in pupils, and then makes it possible for them to translate that faith into reality.

Therefore, a major part of the Higher Horizons effort has consisted of the training and re-training of teachers. Throughout the city, program teachers have given more time to the training of new teachers than to any other single activity.

Activities of Program Teachers

In one district, teams of curriculum experts serviced all new elementary teachers, on a rotating basis. In another district, program teachers were assigned to specific grades, and for the first half of the year almost the entire resources of the district office were mobilized to help the new teachers.

Program teachers gave demonstration lessons, held individual and group conferences and discussions, conducted in-service courses and workshops, and organized and maintained resource rooms of curricular materials. They arranged schedules of inter-visitation, and organized committees to study specific problems, such as the identification of academic potential. They set up special exhibits, recommended readings to teachers, summarized important findings of research, and helped establish professional libraries in schools. In short, they carried on the kinds of teacher-training activities so desired by principals and teachers, and so difficult of achievement without additional positions.

Special Procedures and Techniques

Some of the teacher-training activities warrant a fuller explanation, either because of their unusual nature or their particular relevance to the education of disadvantaged children. In two Higher Horizons schools, closed-circuit television has been installed, and its major function thus far has been in the area of teacher training. Through this medium, teachers have been able to observe the finest teachers at work, using the best methodology. It has also been used to train teachers in the identification of latent ability, individual and group guidance procedures, and techniques for parent interviews.

The problem of communication is particularly acute in the elementary schools, since teachers do not usually have unassigned or preparation periods during the day. Many schools have begun to publish weekly or monthly bulletins, variously entitled **Teacher Talk, Tips to Teachers**, or the like. Edited generally by the program teachers, they include school news, coming events, teaching tips, recommended readings, and other information of importance. Many of the publications include a tear sheet soliciting teacher comment and suggestions.

In some schools, exhibits have been organized whose central theme has been, not the best work being done, but the greatest improvement shown over a given span of time. Thus, spelling exhibits have shown half a dozen samples of the papers of a number of individual pupils, each one showing definite improvement. Teachers are not only trained in the desirability and methods of keeping records of longitudinal growth, but they are also convinced of the possibility of growth for all children. Similar exhibits have been set up in various academic areas, and particularly in composition.

A number of formal and informal in-service training courses have been organized in schools and in districts. These have dealt generally with practices and procedures in teaching disadvantaged children, and with the basic philosophy. At the present time eight such courses are in operation, organized by the coordinator with the cooperation of field assistant superintendents and principals.

In a few cases, much time has been devoted to a study of Negro history and of the contributions of the Negro to American and world democracy. In this area, as well as in those which apply to other ethnic and racial groups, teachers often need guidance and leadership. It is hoped that more and more courses will be established in order to give to the teachers, and to all others concerned with the instruction of children, a working knowledge of the "problems and conditions of the deprived person's life . . ." as well as "the culture, the coping mechanisms, the 'positives' of the underprivileged."*

Perhaps more than any of the devices used, teachers have welcomed enthusiastically the opportunity to watch a master teacher (e.g., the program teacher) at work, with subsequent discussion. The peer relationship existing between the helper and the helped has invariably proven a source of great strength.

Indeed, with the assistance of the counselor and under the guidance of the principal, the program teacher has also served to spark the entire program in the school. It is often he who has transmitted his enthusiasm and his spirit to the entire staff, using the devices indicated above. His efforts have often served to renew and revive the faith of the veterans, as well as to inspire the newcomers.

For a number of years, the Junior High School Division has used traveling reading teams to provide in-service training for teachers. During the present school year, between September 1962 and December 1962, they have concentrated their energies exclusively in the Higher Horizons schools. In particular, they have enabled all of the Higher Horizons schools to begin team teaching procedures in the language arts.

Faith in the Educability of Children

The potential for progress ascribed to the learner by the teacher is one of the most important factors controlling the total learning process. It is both simple and satisfying to attribute poor achievement to low innate capacity or to unfavorable environmental conditions, both beyond the control of the teacher.

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* Riessman, Frank, **The Culturally Deprived Child.** New York: Harper & Brothers, 1962.

Much of the effort of the Higher Horizons program has been concentrated upon convincing teachers that children **can** learn; that they **can** raise achievement levels; that they **can** complete high school; that they **can** go to college. Faith in the educability of the disadvantaged is the sine qua non of progress. It is no easy task to convince a teacher that most seventh grade pupils reading at the fifth grade level are of normal intelligence; yet it must be done if the teacher is to make progress with this particular group.

Closed-circuit television has been of assistance in the schools where it is available. For example, on one occasion, a counselor interviewed, via TV, two pupils of the same age, both reading at the third grade level — one a true mental retardate and the other of normal intelligence. The attention of the audience was directed to the differences in non-academic functioning which differentiated one from the other. This led, in turn, to a discussion of language as a cultural factor, and the relationship between language and intelligence.

Partly as a result of such discussions, some children in classes for children with retarded mental development have been referred for psychological re-testing. In a number of cases, they have scored high enough to be returned to regular classes.

There is no doubt that lack of faith in children rests in large part on belief in the validity of the group verbal tests of intelligence presently administered in the schools. Therefore, by every means of teacher training at its disposal, the Higher Horizons program has sought to explode the notion of the I.Q. as a kind of ironclad determinant of a child's future, predestining him either to lifelong stupidity or brilliance.

It is truly amazing that, in the face of modern evidence to the contrary, so many fine professional teachers have maintained so blind a faith in the validity of group verbal I.Q. tests. In New York City, we administer group tests in grades 1, 3, 6, and 8. For our disadvantaged children, we have the phenomenon of the diminishing I.Q. The median scores, in some schools, may follow this pattern:

grade 1	94
grade 3	91
grade 6	84
grade 8	81

Facts such as these must be constantly presented to the staff, and their implications driven home. Two source materials have proved invaluable as a basis for authentic information—**The Intelligence of Amer-**

ican Negroes by North,* and **Mental Subnormality** by Masland, Sarason, and Gladwin.**

At the beginning of the Higher Horizons program, the Science Research Associates Non-Verbal intelligence test was administered to all seventh grade students. During the 1961-1962 school year, the California Test of Mental Maturity, including both verbal and non-verbal sections, was given to grade 5 students in five selected schools. The results on the non-verbal section are being compared with the results of other non-verbal tests given in grades 3 and 4. The results on the verbal section are being compared with those of the verbal test to be given in grade 6.

In the case of tests administered during 1956-1957 to students of Jr. H.S. 43 Manhattan, the results were as follows:

	verbal I.Q.	**non-verbal I.Q.**
grade 7	90	99
grade 8	87	99
grade 9	79	101

There is obviously a tremendous difference between teaching a class with a median I.Q. score of 101, and teaching a class with a score of 79 — even if it happens to be the same class! This has led truly to a revolution of expectation for teachers.

Individual elementary schools have experimented with culture-fair tests for the identification of the intellectually gifted. However, there has been no city-wide program of this kind.

We have publicized widely the results of the Demonstration Guidance Project, in which average I.Q. scores rose by approximately ten points. In this case, if we equate I.Q. scores with intelligence, then education was the creator of intelligence.

Reliance upon verbal I.Q. scores leads teachers and administrators to expect very little from children. When a teacher has a low expectation level for children's learning, the pupils seldom exceed her expectation — a kind of self-fulfilling prophecy. We have discovered that our greatest enemy is the phrase, "as well as can be expected." One of the unfortunate effects of a school with large numbers of disadvantaged children is the normalization of lower standards of achievement. Our Higher Horizons program, in its teacher training aspect, has attempted above all to raise the aspiration level of teachers for children, and to renew the faith of teachers in the ability of children to learn.

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* North, R. D., "The Intelligence of American Negroes," **Research Reports (1956)** Vol. 3, No. 2. Anti-Defamation League of B'nai B'rith, New York.

** Masland, R., S. Sarason and T. Gladwin, **Mental Subnormality**. New York: Basic Books, 1959.

Closely allied to such attempts have been efforts to indicate ways in which teachers can raise the self-image of pupils. A discussion of such practices will be found below in Chapter V.

Art and Technique of Test Taking

We have discovered that our children do not score well on standardized tests at least partly because of their lack of familiarity with the forms, the pressures, and the techniques of test taking. It takes our children, for example, almost twice as long to complete required information as the time estimated by the test constructors. If our pupils are to understand and complete samples correctly, it often takes more than twice as long. Special features of examinations, such as separate answer sheets, seem to present unusual difficulties.

Therefore, some schools have begun giving specific drill in the important features (but not the content!) of objective tests: sticking to a time limit; making analogies; completing sentences; drawing inferences; and the like.

Interpreting the Community to the Teachers

Another major goal of the program of teacher education has been the interpretation of the community to the teachers. Twenty years ago, Allison Davis* insisted that we cannot generalize about "the child," but must always ask, "a child of what social class, in what cultural environment?"

In New York City, the great majority of our disadvantaged children are Negro and Puerto Rican, and poor; the majority of our teachers are middle class, and white. The gulf between these two groups is often wide and deep, and only the most sympathetic understanding can supply the bridge. It is a truism that the teachers should have sound and extensive knowledge of the groups with whom he is dealing, and the ability to apply this knowledge in the practical classroom situation.

For this reason, many schools have made it a practice to invite leading community figures to speak to groups of teachers, and to take part in school conferences. Meetings of teachers have been devoted, in whole or in part, to discussions of the strengths, as well as the problems, of the community. Often such discussions have been led by teachers who have lived in the community, or whose roots are there.

Current books used as a basis for teacher discussion have served to increase the understanding of teachers, especially when they contain controversial elements. Thus, Conant's **Slums and Suburbs**** with its bleak picture of life in a Negro slum provoked a reaction in terms of the positive features of these communities — the parents zealously guarding their children in a difficult atmosphere; the relatives and friends giving love and security to countless children; the thousands of adults struggling to maintain personal integrity in a seemingly hostile world; the children, better than we have any right to expect. This kind of information, and the feelings which should flow from it, ought to be part of the basic equipment of every teacher of disadvantaged children.

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* Davis, Allison, **Social Class Influences Upon Learning.** Cambridge: Harvard University Press, 1948.

** Conant, James B., **Slums and Suburbs.** New York: McGraw-Hill, 1961.

Training of Teachers and Prospective Teachers

For many years, the schools of New York City and the colleges have cooperated in efforts to have student teachers receive at least part of their training in areas with special educational problems. Since 1958, an "index" has been set up in the elementary schools, consisting of the ratio of regular teachers to budget positions for the system as a whole. Appointments of new teachers are then made only to schools whose "index" is lower than that of the city-wide "index."

This "index" policy has meant, in effect, that the great majority of new teachers have been appointed to schools like those in our Higher Horizons program. Thus it has become a matter of great importance to give to prospective teachers adequate training in the kinds of schools in which they are likely to teach.

At the present time, approximately two-thirds of our student teachers receive one-half or more of their training in our "special service"* schools. Many of them are of course in our Higher Horizons schools. The ratio would be even higher, except for the incidence of certain problems over which we have no control. One of our city institutions, Brooklyn College, is far removed from any "special service" schools, and direct public transportation is non-existent. In some schools the number of experienced teachers is inadequate to guide a sufficient group of student teachers.

More and more, would-be teachers are recognizing both the importance and the value of training in "special service" schools. As a result, much of the initial resistance to such placement has evaporated, and in many cases this kind of preliminary experience is eagerly sought.

Two special teacher-training projects now being conducted in Higher Horizons schools would seem to merit a fuller explanation.

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* The term "special service" is used to indicate a school to which many special services are given because of the high incidence of special needs. Such schools are usually located in the "gray areas" of the city, and are characterized by low achievement levels.

In the first of these, Hunter College, one of the colleges of the City University of New York, assumed the responsibility for helping to staff that junior high school (a Higher Horizons school) which had the greatest percentage of substitute teachers. Beginning in February 1959, students were asked to volunteer for teacher training experience in this school. The understanding was that if they passed the teachers' examination, they would be appointed to the school.

A number of additional experiences were provided for these volunteers as a supplement to the student-teaching program of the college in order to bring the prospective teachers to a point of greater competence for teaching in this particular school. These included:

- a greater number of hours of actual teaching.
- wide contact with community agencies, institutions, and leaders.
- weekly conferences in the school between school and college personnel and the student teachers.
- supplementary experiences in the various offices of the school, to gain insight as to their relevance to the work of the classroom teacher.
- greater degree of cooperation between college personnel and school personnel.

From every point of view the program in this school has been highly successful, and the staying power of the teachers most heartening. At present, of the 90 teachers in the school, 22 were prepared through the program. Teachers and administrators indicate that the spirit and morale of the school have vastly improved during the operation of the program.

The principal has remarked, "These young people just don't have the problems that other first-year teachers seem to have." One of the young teachers said, "This is the place I want to be, doing the job that's needed."

After the first year, the program expanded to include four other junior high schools, two of them Higher Horizons. Of the total of 51 volunteers, 37 are now teaching in the five project schools; of the fourteen others, only two did not wish to continue in the school in which they were placed.

A second project, now under way at Queens College of the City University, is being conducted in a Higher Horizons junior high school in Queens. Aptly entitled BRIDGE (Building Resources for Instruction of Disadvantaged Groups in Education), its main purpose is to find better ways of educating teachers to work with disadvantaged children. The name BRIDGE suggests the concern for the gap which may exist between middle-class oriented college students and the youngsters they are likely to teach.

The experimental sample for the study consists of about 90 pupils who entered the junior high school in September 1961. Their major academic subjects, throughout their junior high school careers, will be taught by three recent Queens College graduates, who will also have these pupils for home room and guidance. A special "coordinating teacher" represents a supervisory experiment in meeting the needs of teachers in such a school, as well as a link between the school and the college.

Although curriculum demonstration is an important aspect of the study, its major focus is the training of beginning teachers, and the kinds of skills they require to succeed in the situations in which they are likely to find themselves. It represents, to the best of our knowledge, the first attempt to study systematically how a teacher education program can meet the realities of conditions in a school located in a disadvantaged area.

Another phase of the BRIDGE project involves a field experience study with students just beginning their work in the field of education. Instead of being placed in community agencies as observers and leaders in group work and recreation programs, about 50 college students have been assigned to five "special service" junior high schools for one afternoon a week. The Queens students lead "Bridge Groups," whose objective is to help youngsters having difficulty in school subjects and skills. The pupils are recruited by Higher Horizons program teachers or counselors and attendance is voluntary. Average group size ranges from five to eight. While homework help and coaching are given, the stress is on developing projects and activities which provide language and reading enrichment, and will allow the neophyte teachers to discover ways of reaching and teaching the youngsters.

Higher Horizons for Teachers

In the past, too little attention has been paid to the necessity for raising the self-image of teachers, as well as that of pupils. A number of books and articles seem to ascribe major responsibility for the poor achievement of students to their teachers, almost as if the teachers were deliberately preventing children from learning.

The fact is that all teachers wish to be successful, just as all human beings wish to be successful. If, as one commentator has indicated "learning is pretty far down in the hierarchy of values"* in certain schools, then the mere fact of the existence of such a situation is of less importance than the conditions which produced it.

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* Deutsch, Martin, **Minority Group and Class Status as Related to Social and Personality Factors in Scholastic Achievement.** Monograph No. 2, Ithaca, New York: Society for Applied Anthropology, 1960.

The failure of children in school is also a failure for the teacher. The basic condition for teacher satisfaction and teacher growth is the feeling of achievement which results from the achievement of children. The services and devices described above will hopefully enable teachers to enjoy this feeling of satisfaction.

Very often, the teacher has the feeling that he is fighting a lone and losing battle against the disintegrating forces of the environment. He needs continuous help and reenforcement both from his supervisors and also from the parents and community. This past year, one of our program teachers received the Citizens Budget Commission's bronze medal for distinguished civic service and was honored at a dinner. At the same time, four other Higher Horizons teachers received citations. It was explained that the awards were "intended as recognition to the New York City school system for its Higher Horizons program" and that the recipients had been chosen as a "symbol of the priceless human values inherent in the work done by teachers in the advancement of the Higher Horizons program."

The need for this kind of teacher motivation has been stressed in the Higher Horizons program. One of our field assistant superintendents, for example, had a "Hi Neighbor" tea for teachers in the program. It was a gala occasion which undoubtedly helped the morale of the teachers involved. In a Queens school, one of the Higher Horizons teachers was selected by the local newspaper as "Mother of the Year." This kind of motivation is just as important for teachers as it is for pupils.

Planning and Coordination

Field assistant superintendents and principals have been given wide latitude with reference to organization and procedures, but this flexibility does not extend to purposes and philosophy. The roads may be many, but the goals should be approximately the same. As with any new program, it has been necessary to secure basic agreements and some understanding as to the limits of flexibility.

The broad policies established have resulted from a continuous dialogue between the headquarters staff and the field supervisors. Meetings of principals and assistant superintendents have been held regularly, usually two or three times a year for each group. There have also been district and borough meetings. Articles written by the Coordinator have appeared in the publications of the various associations of principals, and in district publications.

The task of translating the program to teachers belongs, of course, to the principals. Many of them have found that the establishment of a planning committee is one of the most effective ways of promoting the Higher Horizons program. It seems desirable to include representatives of all facets of the school's work on this committee — supervisors, program teachers, guidance counselors, classroom teachers, parents, and others.

At one junior high school, the planning committee is the nerve center of the Higher Horizons effort, and has been meeting weekly since the beginning of the program in September 1959. It includes the principal, all guidance personnel, the teacher trainer, the cultural activities coordinator, the NE coordinator, an assistant-to-principal, representatives of the Parents' Association, and other personnel as the need arises. Teachers who are unassigned may also attend. The minutes of the meetings are mimeographed and distributed to the entire school.

These meetings, according to the principal, have been extremely valuable. They have initiated numerous projects and provided for regular assessment of goals. The staff members involved have served as a focal point for enlisting the energies of the entire staff. Parents are enthusiastic because they are given a part in what the school is trying to do. The morale of teachers has been improved because of their feeling that they are helping to direct the program.

At one elementary school, a different classroom teacher is excused each week to attend the meeting. At other schools, a representative of the Staff Relations Committee, or grade leaders, serve as liaison between the committee and teachers.

It has also been helpful to give to teachers a written statement as to the functions and responsibilities of the various personnel concerned with the Higher Horizons program. On the district level, most field assistant superintendents arrange regular meetings of program teachers or guidance counselors, or joint meetings of both groups.

The office of the Coordinator has also assisted in the program of teacher education. This assistance has included the distribution of printed materials, district and city-wide meetings of Higher Horizons personnel, and talks to faculties and to student teachers.

V

GUIDANCE

Place of Counseling in the Higher Horizons Program

Guidance has been from the beginning the keystone in the Higher Horizons program. This program began as a guidance project, and in its pilot stage was known as the Demonstration Guidance Project. Prior to their inclusion in the program, the junior high schools had a counselor-pupil ratio of about 1:1500, while many of the elementary schools had no direct counselor service at all. During the 1961-1962 school year, for the children in the Higher Horizons program, the ratio was approximately 1:375. Our experience has indicated that a good program for disadvantaged children must begin with enriched counselor services.

A major problem in connection with the introduction and expansion of these services has been the interpretation of the role of the counselor to all those engaged in the total educational program. Whenever new or additional services are added to an organization, there is a tendency on the part of people to interpret their use in terms of their own immediate needs. Thus to the elementary school teacher, the counselors might well represent the solution to serious disciplinary problems; to the elementary school principal, they might seem to be administrative re-enforcements to be used at his discretion.

In the junior high school, when there is only one counselor for more than 1500 disadvantaged students, his activities are often severely circumscribed by the minimum essentials of the job and the immediate urgencies. He handles the required and the routine — articulation, special high school admission, special testing and placement, agency contacts, special subject choice, and the like. With the little time which remains, he handles the problems of the reluctant and recalcitrant learners.

Now, however, there are four full-time counselors in almost all of our junior high schools, with added part-time teacher-counselor service. Our larger elementary schools have two or three counselors. The schools have given priority to the definition of roles and the establishment of role expectations for counselors. Obviously, there should be general agreement on the role of the counselor, or the entire program will suffer. In this effort, the Bureau of Educational and Vocational Guidance has played a leading part, aided by the field assistant superintendents and the Elementary and Junior High School Divisions.

It is equally clear that the guidance functions of all school personnel will have changed somewhat. It has become necessary to re-define the role of others in the new guidance program — the principal, the assistant-to-principal, the classroom teacher, the attendance teacher, the special teachers, and others. Many schools have found it useful to print a detailed summary of guidance activities and responsibilities, developed co-operatively by the staff. There have been numerous meetings, workshops, and conferences, on the school, district, and city-wide level, to assist in this process of development.

Individual Counseling

Individual counseling is the heart of the guidance program, and more counselor time has been spent in this area than in any other single aspect of guidance work. In the junior high schools, for example, during 1961-1962 more than 95% of the students had at least one interview. Many were interviewed from two to five times, and a number had more than a dozen interviews. Approximately 50% of the parents or guardians were interviewed once or more during the year.

The following 1961-1962 statistics for the elementary schools indicate both the scope and intensity of the counseling effort:

Number of children	25,039
Number of interviews	
children	28,968
parents	10,707
teachers	11,489
Number of home visits	422
Number of observations of children in group activities	3,826
Referrals	
Bureau of Child Guidance, for testing for possible CRMD placement	601
Bureau of Child Guidance, for full study	311
Other agencies	1,603

Of the total of 25,039 children, 15,791, or more than 60%, were interviewed at least once. The emphasis was upon children in the third grade, since they were new to the program, and upon new admissions. Many schools found it possible to interview every one of these children. Of course, all children were reached in other ways, such as group guidance, assemblies, and special interest counseling.

This extensive individual counseling effort means that serious problems of pupils — economic, social, educational, avocational, emotional, family — are funneled through the guidance office. It is not possible, of course, to mention more than a small number of typical cases, and even for these only the barest outline can be given. Yet, in the few cases below, an attempt will be made to communicate both the broad range of possible problems and the tremendous importance to the individual of the help received. The reports of the counselors are quoted exactly as written by them.

Academic Stimulation and Help

From Manhattan junior high schools:

> Upon a routine screening of records, a newly admitted ninth grade boy was recognized as having considerable academic potential. After having been interviewed, he was transferred to a French class, and assigned to the Special Stimulation group and to coaching. He passed the examination for Brooklyn Tech.
>
> L.P. was a complete non-reader upon arrival in N.Y.C. from Puerto Rico in November. He had not attended school for the previous four or five years. Since he was 15 years old, he was placed in the eighth grade. After a few days in school he became frustrated due to his inability to read and his unfamiliarity with school routine. Along with frustration came hostility. Before these emotions could develop fully, L. was given special individual help in reading and (this seemed even more important than learning to read) he also had the reading teacher's personal, undivided interest and attention. As a result, he is now reading at a low second grade level but has sufficient motivation to try to go ahead on his own during the summer. Relationship with peers and teachers has improved.
>
> H.M., a recent in-migrant from the South, was in an adjustment class for very poor readers. A teacher referred him to me because he seemed bright, apart from school work. He was referred to the C.C.N.Y. Educational Clinic, observed, tested, and admitted. This boy, who was almost totally illiterate, can now read on the fourth grade level, thanks to the intensive work of the C.C.N.Y. Clinic and the four periods weekly with Higher Horizons reading personnel. The counselor helped H. to gain insight into his difficulties, and provided motivation and support. The change in H. has been outstanding.

From a Manhattan elementary school:

> J. was referred by his teacher who felt he did not belong in the top class on the grade. The teacher described him as moody, disruptive and destructive. He was working considerably below capacity.
>
> An interview with the mother revealed a difficult family situation since the death of her husband four years ago. She was finding the child difficult to manage and unpredictable. Several times he had not returned from school until late in the evening and would not account for his whereabouts.

The mother was referred to a family agency (INSC) for help with J. and with family management. With the cooperation of the assistant-to-principal, a class change was arranged in order that he be placed in a group that was less competitive. Subsequent conferences with the teacher revealed improved school adjustment and academic functioning. The agency provided counseling and remedial reading.

J. has recently been selected as one of eight children recommended for IGC placement (Intellectually Gifted Class).

From a Brooklyn junior high school:

As a result of a routine interview with a girl, the counselor felt that the pupil had much greater potential than was indicated by the record. Through the cooperation of the Brooklyn Bureau of Social Service, we were able to obtain a complete psychological work-up which revealed that the girl had better than average potential, although she had been classified as a slow child. A remedial program based upon these findings included change of class, remedial work, a club assignment, and interviews with parent and child. Great improvement has been noted by all subject teachers.

Drop-Out Problem

From a Bronx junior high school:

Juan O. came from Puerto Rico two years ago. He is a very bright young man whose school marks, reading grade and math grade are excellent. He intended to quit upon reaching his 16th birthday next January because he was two years behind grade. Through an accelerated program and counseling, he plans to complete high school with an academic program.

From a Manhattan junior high school:

F.D., a 15-year old girl who was able to function in all areas but in English because of her Spanish-speaking background, was assigned to the Corrective Reading Class. She did not like to be set apart from the rest of the class. She decided to leave school as soon as she was 16. It was necessary to counsel with her so that she could accept this help and profit from it. During many counseling sessions, she explored various possibilities and selected a vocational high school with a course in beauty culture. Since she has made this choice, she is extremely happy because she is working for something attainable. She is eager to improve her reading and English work, so that she will be sufficiently proficient to take the State examination for licensing as a beautician.

Development of Pupil Interests

From a Bronx elementary school:

Case of E.G., fourth grade child, severe speech impediment, withdrawn, slow academic progress, poor record of attendance and punctuality. Last year E. was invited to go with a small group of children and a teacher on a Saturday trip to a Little Orchestra Concert at Hunter College. The following week the children who were on the trip were asked to write a composition or draw a picture about their experience. E.'s picture was creative and showed talent. E. was invited to work on the art staff of the school magazine. His work received recognition by students and teachers. E. appeared happier and more alert. He participated more in classroom activities. His attendance and punctuality improved.

This year, through the efforts of the project teacher, E. received a scholarship to Pratt Art School for Saturday morning classes. Half of the cost of the lessons was provided by the school through a special fund donated by the P.A.

The guidance counselor contacted Jacobi Speech and Hearing Clinic upon the recommendation of the speech teacher. It appears that E. will be serviced in the not too distant future.

E. has shown marked improvement over the year in his relationships with other children, in his academic progress, and in his attitude toward himself and others. We feel that much of the credit is due to the fact that we have a Higher Horizons program with the additional personnel and services to help such a child as E.

From a Manhattan junior high school:

A seventh grade boy who had been overlooked in the original screening for placement in orchestral music voluntarily asked for a guidance interview during the first week in school. He requested and received such placement, and has since become an outstanding student in the class.

When asked subsequently why he happened to go to the guidance office, he said, "My friend told me to come here because I have a problem."

From a Queens elementary school:

Charles C. loves to sing. The counselor was able to have him placed in a Saturday morning singing group at the Henry Street Music School. He travels there each Saturday morning. It is the highlight of the week for him.

Emotional Problems and Discipline

From a Manhattan elementary school:

Kay was reported by first and second grade teachers as a child who was immature, very dependent on teachers, easily frustrated, severe temper tantrums. I.Q. rating dropped 12 points from first to third grade. Regular counseling of child's mother over two-year period resulted in improved attitudes toward school, improvement in reading from one year below grade in 1959 to one year above grade in 1962. Kay is studying piano at Community Center, is a leader in classroom activities, works and plays well with other children. I.Q. test in 1962 shows rise of 12 points.

From a Queens elementary school:

James, a fifth grade boy, was brought to the counselor's attention by the school office when it was learned that his mother had recently died. Investigation revealed the father had deserted; the boy and his siblings (one a two-months old infant) were in the care of a grandmother. We obtained a scholarship at the YMCA for James. He was also referred to and accepted by the Big Brothers Agency. He has become an outstanding member of the school band. His classroom adjustment and work have improved greatly.

From a Queens junior high school:

Sheila B., disruptive, angry girl. Siblings in Warwick and in jail. Possible suspension in seventh grade. With counseling and attention, Sheila has changed tremendously. Works well, behavior fine. Will enter high school academic course in September. On latest test, I.Q. over 120.

From a Brooklyn elementary school:

James, a fourth-year student, did not perform on any test (achievement or intelligence) to the degree that teachers expected. It was a frustrating experience for child, parents and teachers. From interviews and observations the Guidance Counselor was able to ascertain the fear that was present whenever presented with the test situation. Many interviews and many techniques in taking tests have produced a less fearful, more eager student. End-year test results approach the level of expectancy.

From a Queens elementary school:

A fifth grade boy because of much illness has been in and out of school. This has hurt his school career. He came to us frightened, and almost a non-reader. The family background is a poor one. The counselor felt this child needed remedial help but more important he needed to be helped to overcome his extreme shyness and fear. No agency was available to meet his needs. The counselor arranged to have him come to her every morning for reading before he goes to class. Since he has been coming he has increased his sight vocabulary, is less afraid to handle a book, and most important he feels secure enough to go on errands for the teacher and participate in class. He also comes to the counselor if he becomes frightened and needs help.

Family Problems

From a Manhattan junior high school:

Student who was very aggressive, quick tempered, and highly volatile, revealed in counseling that she was very much afraid of her mother. Instead of asking parent to school, because child was so fearful, counselor made a home visit.

Mother was cooperative. Parent was invited to visit the counselor at school. Newer methods in child rearing were explained to her. A meeting with the subject teachers and observation of the school procedures helped clarify the difference between the kind of schooling her child was getting and the kind she had received.

An improved child-parent relationship resulted. Girl is less hostile in school, more conforming, and is doing better work.

From a Queens elementary school:

The family was involved in a case in Domestic Relations Court. The three children had become severe behavior problems. Counselor invited parents to guidance office, one at a time and then together. An amicable agreement was reached. Parents promised to cooperate with the school in the interests of the children. Behavior of children has greatly improved. Father sent note to counselor, "I'll never forget your kindness. I never realized how my actions were hurting my children."

From a Manhattan elementary school:

Fourth year girl, age 11, referred to counselor because of withdrawal tendencies. Counselor interviewed her several times and discovered that child is oldest in family of six, and has very rigid parents (would not allow child to associate with peers). Child was hesitant to talk to peers. Counselor also discovered that the child had no outside activities. After parent interview and conference with teacher and child, child was referred to the All-Day Neighborhood School's After-School Club, where she is taking part in the activities and adjusting better to her peers.

From a Manhattan junior high school:

E. D. is a very bright boy. He came to me seeking advice on how to improve marks. He was counseled on reasons for poor grades.

It was discovered the boy was from a large family. There were only two rooms for complete living quarters. Study conditions were non-existent at home. Boy got permission to study and do homework in school. Work is improving.

Name of welfare worker was obtained from parent. Agency contact was made. Family condition is being referred to NYC Housing Authority.

Health Counseling

From a Brooklyn elementary school:

Alice, a capable, withdrawn fifth grade child, was achieving poorly. Her speech was severely hampered by a cleft palate. Interviews with child, teacher, speech teacher, mother, doctors, nurse and clinic personnel indicated that the operation which Alice feared would improve situation. Continued talks, visits to cleft palate clinic, seeing post-operative cases led to a successful cleft palate operation and to a happy child with new vistas on the horizon.

From a Manhattan junior high school:

D. G.'s appearance was marred by a harelip which had been incompletely operated upon in Puerto Rico. She was a holdover from the seventh grade because of her belligerent, uncooperative behavior and unwillingness to learn English. Her obviously hostile attitude seemed to stem from her unattractive appearance. Counselor alerted school nurse who made arrangements to have lip operated upon at Presbyterian Hospital. D.'s appearance has been greatly improved as a result of operation and her self esteem has been restored. Her attitude towards school and classmates is now positive rather than negative.

Self-Image

From a Queens junior high school:

Raymond W. was a quiet boy, painfully shy. Found to be rejected by parents, who wanted to place child in institution. Case referred to Catholic Charities, and counselor worked closely with case worker. Both worked with parents to help them accept boy and see his real potential. Boy given much support and encouragement. His reading improved from 5.0 to 10.5 in one year, and school work was excellent.

From a Queens elementary school:

Marie was unhappy, work was very poor. Mother had deserted family. Counseling sessions indicated that Marie blamed herself for this desertion. School effort involving teacher and counselor has helped Marie form a more positive opinion of herself. Work has picked up.

From a Manhattan junior high school:

O. M. scores high on measures of intelligence, but shows a great fluctuation (from very high to low) in class achievement grades. He also gives the appearance of being alternately restless and lethargic. His father left home approximately two years ago and O. presently lives with his mother and an older sister. In counseling session, it appeared that his poor adjustment stemmed from his intense feelings because of the separation from his father. The counselor was able to engage the cooperation of a male teacher. O. presently meets one afternoon a week with this teacher who assists him with his school work, but more important, attempts to give O. the adult male companionship that he so desperately needs.

Class Placement

From a Queens junior high school:

The record of a newly admitted pupil indicated that he was awaiting CRMD placement. His official teacher felt that he did not belong there. The counselor arranged for re-testing, which indicated that the boy was within the normal range of intelligence. Great happiness on the part of the boy and his mother!

This brief recital of individual cases illustrates clearly a basic consideration in assessing the value of a guidance program. Guidance alone, regardless of its merit, is rarely enough. Counseling services will illuminate needs and create demands which must be satisfied. How much value is there in identifying potential, if the instructional services to develop that potential are not available? What good does it do to recognize a deep-rooted individual or family problem, if referral facilities do not exist? Counselors, important as they are, gain maximum effectiveness as part of a well-rounded program.

We do not have, in Higher Horizons schools and in New York City, all of the services we should like to have. Nevertheless, compared to other large cities, and to other communities, we are fortunate indeed. To the extra help indicated in Chapter III above, we must add the already extensive regular services given to all children, and the aid of the many city and state agencies charged with the responsibility of helping young people. The generous outpouring of assistance from individuals and groups in the community is explained in detail in subsequent pages. Certainly, much of the value of the program may be traced to its happy union of counseling with instructional and social services.

Group Activities for Children

Working with groups of children has become an increasingly important part of the total program of guidance. By and large, such activities may be divided into three categories: group guidance in the classroom; large group guidance, including two or more classes, as in assemblies; and small group counseling.

Classroom Group Guidance

In the junior high schools, each class is regularly programmed for one period of group guidance each week, taught usually by a specially selected teacher-counselor. In the majority of schools, there are two such teacher-counselors for each grade, who have a time allowance for individual counseling as well. In some schools, the full-time counselors have a few classes regularly scheduled for group guidance, but this is the exception rather than the rule. Although a **Manual of Procedures** used in all junior high schools of the city serves as a guide and starting point, numerous adaptations are made in keeping with the specific needs of schools and classes, and the special orientation of the Higher Horizons program. For example, much more attention is given to the area of job information and motivation, as is indicated below. Greatest attention is given to raising the pupil's self-image and his level of aspiration.

In the elementary schools, although there is no regularly scheduled group guidance period, each school has developed its own program with the help of the guidance counselors. Group guidance is looked upon as primarily the function of the classroom teacher, and therefore major emphasis has been given to teacher training activities. During the school year 1961-1962, elementary school guidance counselors conducted almost 2,000 group guidance sessions which teachers watched, and in turn observed almost 400 group guidance lessons being conducted by teachers. Many of the demonstration lessons were given in connection with the WNYE radio program **Growing Up.** Of course, many thousands of other group guidance lessons were conducted by classroom teachers.

In some schools, specific guides, lesson plans, and yearly outlines have been developed. In this work, as in other guidance activities, leadership has been supplied by the Bureau of Educational and Vocational Guidance, working through its borough and district coordinators.

More and more, attention has been given to basic bread-and-butter topics which, for disadvantaged children, require constant repetition. Such subjects as the following appear over and over again:

> The importance of eating a good breakfast; easy breakfast menus which can be prepared by older children for younger children.
>
> How to do homework in a crowded room; homework facilities and helpers in the community.
>
> How to take a test; how to study; how to budget time.
>
> How to get to school on time; how to avoid absences (e.g., how to pay bills or shop without losing school time).

In a number of cases, group guidance lessons have had specific outcomes of great value to the school. Thus, one school reports:

> It seems to us that our group guidance lessons conducted in the third, fourth, and fifth grades have been successful. We plan to formulate early next year, as an outgrowth of our fifth grade guidance work, a school code. It is our plan to have this code left to the school as a sort of legacy by the first class to leave the school after having been exposed to four years of work under the Higher Horizons program.
>
> In our fourth grade we have done, as part of our group guidance work, some inter-class visiting. This, we feel, is a good thing from many viewpoints. Many of our children are not good listeners. Many children need practice in speaking to a group. Most of them need instruction as to how an audience should behave. We plan to do more of this inter-class visiting next year.

The more informal relationship existing between the counselor and the pupils has facilitated the use of such newer guidance techniques as role playing, open-end stories, and parent-pupil panels.

Assemblies and Large-Group Guidance

Particularly in the junior high schools, there has been considerable experimentation with large-group guidance. In some cases, from fifty to one hundred pupils have been jointly programmed for a weekly period of group guidance given by the guidance counselor.

This kind of organization has had value, particularly in such areas as motivation, initial orientation, basic information, and use of unusual visual aids. When speakers with inspirational qualities are used as part of a group guidance program, it would seem wise to arrange for them to reach as many pupils as possible. In many junior high schools graduates who have "made good" return to the school to address guidance assemblies and to lead discussions in group guidance classes. In one school, a playlet depicting the work of the guidance department was presented to large groups for initial seventh grade orientation. In another school, ninth grade pupils meet once a month in large groups to hear high school speakers, get information regarding high school choices, begin filling out high school applications, and for similar purposes related to high school entrance.

In many schools the constant influx of new pupils throughout the school year poses special problems. At some schools a series of orientation meetings is planned to help the newcomers adjust to the school situation. These meetings usually follow periods of peak admission. The Higher Horizons Committee is in charge of planning, but most of the meeting is conducted by elected student leaders from the upper grades. The pupil leaders give information about various facets of school and community life, and answer questions. In schools where there are many Spanish-speaking children, meetings are conducted both in English and in Spanish. Parents of the newcomers and leaders of the Parents' Association are sometimes invited.

On the other hand, counselors and teachers alike have recognized that large groups do not usually provide the climate for most effective pupil participation. There has been relatively little worthwhile pupil interaction, and the gathering of so many pupils has sometimes created problems of discipline which ought not to exist in a guidance relationship.

Small-Group Counseling

In many schools, counselors have organized small groups of children, ranging in size from four to ten and meeting usually once a week, to satisfy the special needs of particular children. While efforts are made to structure a stable situation so as to give maximum security to the children, membership is generally flexible, and children may be added or dropped. The group may be disbanded, of course, when the need no longer exists, or when it is apparent that the group meetings are not helping in the solution of the problem.

Counseling children in small groups was given impetus during 1961-1962 by the success of those who used the technique during the previous year. A special in-service course organized by the Brooklyn Psychiatric Centers was also helpful. During the 1961-1962 school year, in elementary schools alone, there were more than 1,500 sessions of such small group counseling.

A junior high school counselor stated as follows the rationale behind these groups:

> Ideally, we should like to be able to say that each youngster, particularly the one experiencing some difficulty in his school adjustment, will have the benefit of individual counseling. Realistically, we know that pressures of time do not always permit this to happen. It does not seem fair, however, to deprive any boy or girl of an opportunity to talk over his or her problems merely because the counselor is too busy with other pupils or with other matters.
>
> Primarily, although not exclusively for this reason, there has been a recent trend toward counseling in groups. A "group" usually consists of five to eight pupils who meet regularly with their guidance counselor for a frank and free discussion. The groups are formed on the basis of common interests, problems, or other pertinent criteria. At this school, for example, one group operating at the present consists of holdovers who have been promoted as a result of having shown considerable improvement in their work and conduct. Another group is made up of several ninth-grade girls who have experienced some learning and adjustment difficulty. During the meetings, the youngsters get a chance to talk freely, without fear of reprisal of any sort, about the things which concern them. The counselor acts, not as a discussion leader, moderator, or advisor, but rather as a member of the group.
>
> Aside from the obvious time-saving element, there seem to be several other beneficial results inherent in group counseling. In a group, youngsters with problems get a chance to talk things out with a "jury of their peers" sitting in judgment. Furthermore, suggestions for help are again made by peers and do not carry with them the stigma of adult authority. It is believed that behavioral and attitude changes which have come about as a result of peer influence are more genuine and longer-lasting than those which have taken place as a result of parental or school pressure.
>
> It may surprise the observer of a group meeting how early in the process the youngsters stop "just fooling around" and get down to serious business. The writer has been particularly impressed with two factors. The first is the depth of issues brought up by the youngsters themselves. Boys and girls who ostensibly have no other purpose in life than to make teachers miserable begin to reveal very serious and profound concerns about themselves and their future. One quickly realizes that their anti-social behavior is a mere cover-up for, and overt manifestation of, underlying problems.

> The other factor which surprised the writer has been the willingness and readiness of the boys and girls to help one another. One witnesses the spectacle of youngsters themselves no strangers to trouble offering sincere and often constructive suggestions to group mates.
>
> It is still too early for an evaluation of the long range effects of group counseling, but the results up to now have been so encouraging as to spur plans for the formation of other groups in the future.

The needs leading to the creation of the groups are many and varied: bright underachievers; takers of special high school examinations; similar health problems, such as obesity; newcomers to a school; withdrawn; holdovers; belligerent pupils; special talents; being a twin; latecomers; new baby in the home; after school activities; and many, many others.

A Brooklyn elementary school counselor writes:

> In regular screening and interviewing children and through conferences with class teachers on the fifth grade, we discovered several children (mainly girls) who are very withdrawn, very quiet in class, poor peer relationships. Most are underachievers. After interviews with girls, we set up group counseling sessions. (We are being supervised in our training in group counseling by the Brooklyn Psychiatric Center course arranged by Bureau of Vocational and Educational Guidance). Counselor sees group of eight girls for one hour weekly. Girls are now functioning better in class. Teachers come to counselor to report this, with much enthusiasm. "For the first time this year, Margaret volunteered to read." "Catherine actually talks to her neighbors now. She raised her voice sufficiently so I could actually hear her from her seat."

A Brooklyn junior high school counselor writes:

> Our guidance team has developed a selective group guidance project for some ninth grade pupils. One-third of the pupils are taken out of the regular group guidance class each week for intensive small group counseling. At the beginning, pupils devoted much time to discussions of home and school grievances. However, soon the emphasis shifted, under skilled guidance, to such topics as careers, self-evaluation, and work-study habits. These sessions have been particularly valuable in identifying pupil interests and in clearing up trouble spots for the individual pupils.

A Queens junior high school counselor reports:

> One group consists of youngsters who are capable, achieving scholastically, and good citizens of the school, but not college-bound. We meet in the teachers' lunch room. The purpose of this is to remove the situation from a class atmosphere.

The discussion covered a range of subjects:

School marks — how important are they?
Do my parents care about the marks I get?
How do I see the future?
What do I like to do?
What would I like to be?
How is school helping me toward my future work?
What don't I like about school?
How much schooling do I plan?
How can I go to college if my parents can't afford it?

The topics were not spelled out in just this fashion but arose as an outgrowth of discussion. A number of materials were used on occasion, including **The New York Times** classified section, **Handbook of Job Facts, Guidebook to Career Information**, and others. Quite a bit of discussion centered on the preparation required for the jobs under discussion. All the students surmised that a college degree or graduation from a junior college was essential for a high-level job, professional or technical.

The results of these discussions seem to shape up as follows: of the 14 students involved, three girls are signing up for the academic course at high school, but will choose commercial subjects as their electives. In this way, they will be prepared to work in an office without closing the door on a college education. Two girls have applied for entrance to Hunter College High School. One of the pupils has applied to the High School of Music and Art. Two other boys have applied for entrance into the High School of Art and Design. The rest of the group are planning to take the academic course at the local high school.

Another group consists of twelve pupils whose grades are beneath the level which they should be accomplishing. Four of the pupils had been held over in the eighth year because of excessive absences, two because of subject failures. These six had been upgraded and had maintained themselves. Discussion was spontaneous, much of it of a complaining nature:

Why do some teachers make you hate school?
Is school really so bad?
Is it the school's concern to tell us how to dress and talk?
Why do young people belong to gangs?
Are marks really so important?
Are parents always right?
Do young people know what is best for themselves?

Some evidences of improvement may be cited. The attendance of pupils who were truants last year has improved perceptibly. Also, they are maintaining themselves in their grades. Of the rest, one is applying to Stuyvesant, another to Aviation High School, three others to Edison High School (Technical Course); one of the girls applied to Newtown for the cooperative course, another to Central Commercial.

A Bronx counselor reports:

> Once a week, I met with a group of seven children who were having trouble in class. We met during lunch, ate together, and discussed problems of common interest. Attendance of children was voluntary, but they seemed to enjoy coming. Their teachers have reported positive changes, with one exception.

A few of our Higher Horizons schools have also taken part in a special Play Group Project conducted by the Bureau of Educational and Vocational Guidance. In this project, small groups of emotionally disturbed children are organized, numbering four to six, and consisting of a balance of withdrawn and aggressive children. Faculty members are involved through voluntary participation in meetings conducted as seminars. Parents are seen for initial interviews, and, whenever they evince continued interest, they are seen periodically by the counselor. The record indicates an impressive improvement in child behavior, as compared to the initial status.

In connection with this project, a Queens elementary school counselor described the improvement of one youngster:

> A fifth grade boy in the slowest class was referred for lack of interest and lack of achievement. Despite remedial reading, he did not respond. He was poorly dressed, never did homework, was silent and sullen, and gave every indication that he disliked school. The counselor interviewed his grandmother. He got the feeling that the boy, an only child in the home, got no emotional sustenance and had no adult who took a personal interest in his welfare. After screening, the boy was included in a play group project in the school. Here the boy lived for one hour a week in an environment that tried to provide this missing ingredient: a grown up who completely accepted him with interest and helpful understanding.

The teacher reports significant change as a result. Homework is now done, not only regularly but with pride. The boy gets special commendation for outstandingly neat and conscientious work. He is alert and eager, and according to the teacher, does far better work. His reading is still very slow but it has been picking up of late.

It has not been at all unusual for group needs to become apparent as a result of surveys conducted by the counselors. More than one hundred such surveys were made. On the whole, they were screening devices to assist in appropriate class placement, assignment to remedial services, correction of physical defects, and referral for testing or special study. A few dealt with special interests and talents preparatory to the setting up of enrichment programs in such areas as music, art, science, math, creative writing, and leadership. Of special interest in one school was an inventory of teacher skills that might be utilized in enriching pupil experiences and in conducting special interest groups.

Occupational Information

Disadvantaged children almost invariably have a woeful lack of information about occupations, and of the relationship between school and work. In a middle class environment, this information is a normal concomitant, from an early age, of family and community relationships. For our Higher Horizons children, the schools have assumed this responsibility, with planned programs beginning in the elementary schools.

Such programs have generally been accompanied by efforts to raise the self-image of the pupil and to give him suitable models to emulate. Improvement in individual children can hardly be expected unless they are convinced that it is possible. At the same time, the school must recognize that it cannot wait until the children enter high school to begin intensive pre-vocational counseling. In this area, as in so many others, the school must compensate to the children for what they do not get at home. The objective is to raise the level of vocational aspiration of each pupil, and to help him see himself as a high school finisher, as a college student, as a professional or white collar worker, and always as a worthwhile contributor to society.

Although the elementary school effort usually begins in the fifth grade, some schools start even earlier. Thus a Queens counselor reports:

> The fourth grade group guidance lessons are concerned with the world of work. In addition, we have had two career workshops conducted in our school under the auspices of the National Technical Association. At the first of these workshops, a representative spoke to two of our sixth grade classes and one of our fifth grade classes on **Meeting the Challenge of New Frontiers**.

At the second workshop, an engineer at the Republic Aviation Company spoke to the same group on the need for education and the opportunities open to young people today.

By and large, experience seems to indicate that the school must point out over and over again to the disadvantaged children the relationship between what they are learning in school and the job requirements of our society. Thus, a Brooklyn school points out:

> We began our program by having three "career" speakers — a minister, a nurse, and a commercial artist — come to our fifth grade assembly on different weeks. The children showed great interest. The program aims to stimulate children and their parents to think about available careers and to make educational plans. We have learned that the speakers have to

be briefed in advance so as to assure best results. We have to get the speakers to think about how elementary school was useful to them. Next year, we hope to extend the program to grades four and six.

Generally, (although not always) the speakers are of the same ethnic groups as the majority of the students. Often, the emphasis is upon outstanding figures: a state senator, a deputy commissioner, a famous athlete, or a famous singer. Sometimes more modest accomplishments are featured, with local people in the starring roles: a postal employee, a businessman, a clerk, a beautician, or a nurse. In many cases, visits are made directly to classes, to permit more visitor-pupil interaction than is afforded in an assembly group.

It has been found useful on occasion to combine this emphasis on careers with special celebrations such as Negro History Week. At a Brooklyn elementary school, the career program was launched with a talk by a well-known woman doctor of the community. Social studies units were developed to include pre-vocational information and guidance. During Negro History Week, special assemblies highlighted the outstanding careers of well-known community figures.

Last year, a pilot project was begun in four junior high schools and three elementary schools to study the effect of personal contact on guidance for careers. It was conducted jointly by the Higher Horizons office and the Bureau of Human Relations, with the cooperation of the local assistant superintendents. The district community coordinators enlisted the services of successful local business and professional people who were willing to speak with groups of children in selected classes. Opportunities were provided for discussion with children in an informal atmosphere. These men and women were so selected as to represent suitable identity figures for the pupils. The guidance counselors assisted in planning the meetings, "setting the stage," briefing the children in advance, and carrying on post-meeting activities. Follow-up studies will attempt to measure the influence of the conferences on pupils and on parents.

Most Higher Horizons junior high schools have elaborate "Career Days" or "Career Nights" which involve hundreds of children and parents and dozens of speakers. One of them attracted more than 600 parents to an evening meeting to hear more than 50 representatives of business, industry, and the professions. Patterns of organization vary, but in each case all children have many opportunities for direct contacts with representatives of the world of work. A great asset during these "Career Conferences" has been the presence of alumni who are veterans. Somehow, they seem to be able to explain the values of school to the pupils more directly and more emphatically than anyone else.

It has already been indicated that the assembly has an important place in the program of occupational information. One junior high school, for example, has arranged a schedule of more than fifty assembly visitors! A technique that has been found very useful in both elementary and junior high schools is to have an advance meeting of representatives of the classes which are to hear the speaker. They form a kind of "occupational workshop" which makes up questions. The students then return to class and discuss the results with their classmates. In this way, the audience is ready for the speaker. Sometimes it has been possible to make tapes of the interviews, for use in follow-up discussions.

In many schools, libraries of occupations have been organized by the counselor as separate sections of the regular school library. Books are usually separated into categories according to occupations, reading grade, and interest level.

The emphasis on occupations may well serve as an integrating activity for various phases of the curriculum. Thus, in one school, a three-dimensional display was set up, involving the guidance, shop, art, and home economics departments. In group guidance classes, pupils selected representative occupations. The boys made dolls in their shop classes, the girls made costumes for them in home economics classes, and the final touches were given in the art rooms where the displays were assembled and backgrounds painted. In another school, a musical performance was presented entitled **How To Become A Teacher**, involving the cooperation of the language arts, art, music, and guidance departments.

Ten of the thirteen junior high schools have Future Teachers clubs, and some have Future Nurses clubs. In one case, the members of the Future Teachers club made a week-end trip to various colleges in the metropolitan area. This was the culminating activity of many discussions and much research in the area of teaching as a career. It was followed by group discussions among the pupils and reports by the pupils to their classmates.

Career bulletin boards, dioramas, and other visual materials have often helped to inspire youngsters, while at the same time serving as an excellent medium of public relations. Some schools feature an **Occupation of the Month,** and this display is often arranged in conjunction with visits or library displays. Of course, much of the material highlights the accomplishments of the minority groups represented in the school. Observation seems to indicate that schools which have extensive and current displays of such achievement are better able to win community acceptance for their programs.

A major element of the Higher Horizons program has been its use of the entire city as an educational resource. In keeping with this policy,

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guidance counselors have made extensive use of trips in order to give pupils as much first hand experience as possible. Visits have included such places as public and private colleges, scientific laboratories, assembly plants, factories, machine shops, department stores, processing plants, offices, restaurants, and the like. The tendency has been to stress trips which will help most in raising the pupil's aspiration level such as those to colleges and laboratories. Another important element has been the effort to arrange for trips to places which afford a wide range of occupational choice. For example, a hospital is illustrative of occupations with a wide range of skills and educational background: doctor, registered nurse, orderly, practical nurse, technician, laboratory assistant, and others. Every pupil, regardless of his level of academic functioning, can find a job to which he may reasonably aspire. This stress upon broad areas of occupational choice which offer opportunities to pupils of varying interests and abilities has also been a feature of visual displays, "Career Nights," and work in group guidance classes.

In the junior high schools, a great deal of individual, group, and class counseling time goes into the effort to guide pupils toward realistic self-appraisal. Instruments used include the questionnaire "Me and My Plans" developed by the Bureau of Educational Research, the Mooney Problem Check List, and the Brainard Occupational Preference Inventory.

When surveys are made of the occupational preferences of disadvantaged children, the level of preference seems to be relatively high. However, the level of aspiration often represents wishful thinking or unrealistic judgment, rather than a functional level of striving. In a great many cases, the process of matching job requirements and individual potential is meaningful and fruitful only when the pupil is inspired to raise his sights. In other cases it is necessary to lead the pupil to a realistic appraisal of his own strengths and weaknesses.

Four of our Higher Horizons junior high schools are taking part in the special Career Guidance project of the Junior High School Division. This project aims to salvage the potential drop-out, encourage him to continue his schooling, and, if necessary, to prepare him for the world of work. Small classes, intensive guidance, and a more meaningful curriculum are some of the aspects of the program. More Higher Horizons schools will be given Career Guidance classes in February 1963. It is anticipated that in September 1963 all Higher Horizons schools will have organized groups of such classes.

Other schools have begun job placement programs on a limited scale. Thus, a Brooklyn junior high school counselor writes:

> The placement program was started in Oct. 1961. To date, we have interviewed about 350 students from the seventh, eighth, and ninth grades.

There were 200 referrals made on jobs obtained from the placement coordinator of the Board of Education and those solicited by the students themselves from local businesses.

There were 62 placements made in varied jobs such as errands, sales, stock, newspaper routes and bus boys.

There are 25 pending placements on the Red Cross Volunteer Program for the summer.

There were 150 non-referrals. These children, however, were counseled in terms of job requirements and rules and regulations affecting the employment of minors in industry.

Another junior high school counselor reports: "Many pupils have been placed in part time and summer jobs through the Job Placement Division of the Board of Education."

Working with Teachers

The importance of teacher training has been emphasized in the Higher Horizons program, as noted in Chapter IV. A great share of this training has resulted indirectly from the work of counselors with teachers. The bare statistics are inadequate to measure the extent of this contribution. During 1961-1962, in the elementary schools alone, for example, there were 119 teacher workshop groups organized by the counselors, with 345 sessions; more than 3,000 individual interviews with teachers, exclusive of those conducted in connection with the guidance of individual children; more than 850 group conferences conducted by the counselors; more than 400 grade and school conferences for which they had major responsibility. In addition, there were thousands of interviews with supervisors, special teachers, health personnel, district coordinators, attendance teachers, agency workers, child guidance personnel, and others.

The problem of bridging the gap between the children and their parents on the one hand, and the school faculty on the other, is a very real one. Its solution requires the leadership of a person gifted with sound and extensive knowledge of the groups with which he is dealing, as well as considerable insight and practical wisdom to enable him to translate this knowledge to the staff. Many of the counselors are well equipped for such a role.

In schools where the problems seem overwhelming, teachers tend to develop a certain insensitivity because of the very magnitude of the difficulties. Counselors have made real contributions in maintaining teacher sensitivity and extending teacher perceptions.

Individual and group conferences are, of course, the most frequently used means of communication. One counselor described her counselor-teacher conferences as follows:

> Each teacher met with the counselor for an hour, three times or more during the year. Provision was made for another teacher to cover the class for the hour. The first round of conferences, early in the year, gave the teacher and counselor an opportunity to share information as to the special needs of individual children, and to interpret to the teacher guidance data already accumulated. The second conference at mid-year was devoted to a consideration of the progress being made by the children, a discussion of individual and group needs and an evaluation and revision of the goals set forth in the first conference. The third conference, in May, was devoted to promotion plans, class placement for next year, and further sharing of pertinent data between teacher and counselor. An increasing number of teachers voluntarily consulted with the counselor before and after school and during lunch time on matters pertaining to children's behavior and scholastic achievement.

One counselor suggested that there would be much value in a teacher-nurse-counselor conference as early in the school year as possible. Of this type of conference she said:

> In many instances, the nurse and the counselor were able to lead the teachers' attention to the problem area. For the many new teachers this conference also served as a guidance orientation meeting. For the counselor, it provided a complete medical background for the children with some condition requiring attention.

A few counselors have introduced monthly or bi-monthly single page guidance newsletters for teachers. Duplicated material to teachers also includes summaries of research findings, reviews of recent books and articles of interest, and specific information to meet special needs, such as how to identify the underachiever.

Various mass media have been used for communication. In one elementary school the guidance committee recorded on tape an original script dealing with mental health in the classroom, and used it for discussion at a faculty conference. The tape recorder is also used for group guidance lessons, interviews with visiting psychologists and psychiatrists, and sample interviews with parents as a preparation for Open School Week. In a school with closed-circuit TV, the counselor uses this medium for demonstration purposes. Elsewhere counselors and program teachers preview guidance series broadcast over radio station WNYE and prepare weekly lesson plans for teachers.

Professional growth and development have been provided for counselors too through a variety of activities. Direction and assistance has come from borough and district guidance coordinators and the office of the Coordinator of Higher Horizons, as well as central facilities of the Bureau of Educational and Vocational Guidance. In October 1962, two additional borough guidance coordinators were appointed exclusively for the supervision of counselors in the Higher Horizons program. Within schools, the principals and assistant-to-principals, together with the field assistant superintendents, were helpful in arranging for local training and organizing school programs.

An interesting development has been the cooperation of the school and community agencies in this program of teacher education. For example, the Queens Mental Health Society, together with local elementary schools, organized a series of case seminar programs. The purpose was to give teachers and counselors a better understanding of the dynamics of pupil behavior.

The extension of counselor service in the schools has greatly increased the use of the case conference technique as a method of both helping individual children and educating teachers. Thus, a Manhattan counselor reported:

> George D.'s teacher asked for his removal from her class and from school. Instead, we transferred George to another class. After a week, the second teacher made a similar request. A suspension from school was considered. Instead, it was decided to hold a case conference. It included the counselor, the assistant-to-principal, the two classroom teachers, an agency social worker, and the All-Day Neighborhood School teacher. As a result of the conference, we all gained much insight with reference to George's behavior, and we worked out a program to help him which included special activities both during the school day and after school. George is still not very well behaved, but he is not disruptive and we feel he is making good progress.

In general, assistance to teachers is concerned with such matters as individual and group guidance techniques, integration of guidance with curriculum, interviewing parents, and maintenance and use of records. The greatest contribution in the area of teacher training may well be, however, the inculcation of the staff with the idea that guidance is for everybody, and not just for children with apparent problems. Too often in the past the attitude among teachers has been "There's nothing wrong with him. What does he need guidance for?" All children, of course, need counseling, and disadvantaged children need it more than other children.

Parents come to school for a wide variety of reasons and purposes. One technique has been to train teachers to refer these parents to the guidance office, when such visits might be useful. The reluctance of many parents to come to school, even when asked, is too well established to require elaboration. It seems the part of wisdom to use parental visits as widely as possible.

Guidance and Parents

A major objective of the Higher Horizons program has been to encourage and assist parents in providing an atmosphere of encouragement and stimulation for children. To this end, all schools have set up programs of parent education. They are described in detail in a subsequent section, but it might be useful at this time to point out some areas in which counselors have played an important role.

With rare exceptions, each school plans a series of workshops to meet the expressed interests of the parents. Among the topics are **How to Help With School Work, How to Discipline,** and **Learning About Our Community.** The latter includes visits to various cultural centers in the community.

Just as in the case of children, there has been a tendency to organize special groups to meet the special needs of some parents. In some schools with a substantial number of pupils transferring under the Open Enrollment policy, counselors conduct special meetings for parents, in order to discuss a child's needs in adjusting to the new school. One school reports that a workshop was organized for parents of children who had been held over, in order to indicate to parents how they might help their children. As a result, there was increased understanding of the children's problems by the parents, and improved support.

Another recent development has been the organization of meetings and workshops on a district basis. One district experimented with a five-session district workshop, with meetings held alternately during school hours and in the evening. Specialists in guidance and mental hygiene were invited as speakers. In another district, three schools instituted a joint parent occupational workshop project designed to help parents with their own educational and vocational plans. As a result, a number of parents enrolled in night schools. Others increased their participation in school activities, and, in one school, set up an after-school homework club for children.

By and large, the desire of parents for higher occupational status for their children has served as an excellent focal point for parent workshops. One Parents' Association formed a special committee to plan with the guidance counselor for a series of workshop meetings entitled **The Future World of Work.** Another parent group persuaded the local library to conduct a series of workshops, using its resources as a basis for discussion. Of course, the usual grade "teas" and conferences for parents have been continued, with topics varying with the grade of the students and the nature of the problems.

There has also been an increase in the number of schools issuing guidance newsletters for parents. Often these are published in cooperation with program teachers, and include children's work as well as information to parents. Sometimes a separate guidance insert is included in the school newspaper. Greatest emphasis is invariably given to career information and, on the junior high school level, to the importance of staying in school.

Of course, guidance counselors in disadvantaged areas almost inevitably will assist parents with a wide variety of problems, — not all of them, strictly speaking, within his usual area of jurisdiction or competence. Such cases as an evicted family, or small children without supervision, and the like may well be someone else's problem; yet they somehow seem often to be noticed first in the guidance office. The opening statement of a mother who needed help is typical: "I know you help the children, so I came to ask you to help me."

High Schools

Since the program in the high schools is so new, it is not possible at this time to report the precise nature of the techniques and procedures being used. Certain directions are becoming apparent, and it seems clear that the doubling of counselor service has resulted in greatly increased emphasis in the following areas:

— identification and stimulation of academic talent.
— salvaging of potential dropouts.
— early introduction of career information.
— work with parents.
— extension of group counseling procedures.

Summary

In the foregoing pages an attempt has been made to give the highlights of the expanded Higher Horizons guidance program. Many important aspects have been omitted or mentioned only in passing: testing program; work with public and private agencies; assistance with the cultural program; camp placements; work with foster children (a large proportion of the student body in some schools); the existing and extensive junior high school guidance programs with their stress on articulation with elementary and senior high schools; and many others. The direction of emphasis is moving from diagnosis of difficulty to counseling and treatment; from a problem-centered approach to the concept of guidance for all children. The intention has been to create an image of the counselor as a "helping" person. The success of this effort is apparent for the pupil who wrote:

> Mrs. G. understands everybody. I had a problem or two and she helped me. That's why I am trying to pass. Everybody with a problem should go to her. It may lead to a good and better life.

The statement of a counselor can hardly be considered objective testimony. Yet we know that the feelings of pride and achievement so evident in the following letter are shared by thousands of parents, pupils, and professional workers:

> As I look back to 1959, and attempt to compare my school of that date with the present, I find myself wondering how it has been possible to accomplish so much in so short a time. I almost feel like saying that accomplishments short of miracles have taken place.
>
> With increased interest being placed on guidance for every child, not only are the ceilings of ambitions and aspirations being raised, but the seams of endeavor are beginning to burst open on all sides also.
>
> Since so much emphasis has been placed on early identification, mental health, and motivation, the children, the teachers, the parents, and the community are showing evidence of being a part of Higher Horizons.
>
> I believe that I am safe in saying that some of the value of this program is evidenced by the increased number of children who say that they have problems and ask for permission to come in and discuss them with the counselor. Another bit of evidence is the large number of parents who not only keep appointments when given them, but initiate the interviews. These parent-initiated interviews have tripled. Those initiated by the teachers have doubled, and those initiated by the agency representatives are on the upward trend.
>
> In attempting to evaluate this program in relation to the staff, I should like to state that the phrases, stubborn child, defiant youngsters, fresh kid, and the like are rarely heard. These have been displaced with such phrases as, a child with a problem, a disturbed youngster. I have received from teachers many more requests for permission to come in to discuss children with me than ever before.
>
> It is also rewarding to note that more interest is being shown in the theater, trips, music, art, and in worthwhile use of leisure time. More and more parents seem to be able to accept the fact that they can create the conditions which will make it possible for their children to do their best in school.

VI

INSTRUCTIONAL PATTERNS

Basic Considerations

The objective of Higher Horizons has been to raise the educational, occupational, cultural, and aspirational level of the children. In this effort, the focus has been—as it should be for all such efforts—the instructional program of the school. All school subjects and areas, including art, music, health education, and school citizenship as well as the strictly academic areas, are meant to be included in this designation.

While all are included, they are not given equal emphasis. The greatest deficit of the disadvantaged is their lack of achievement in the basic academic skills of reading, writing, and arithmetic. For them improvement in these skills is crucial, for without such progress real school success is virtually impossible.

There is no intent to minimize the importance of motivation in the total learning process. The iron bars of low self-image and lack of interest are as much a prison to academic progress as lack of reading ability. It is also true, however, that the one re-enforces the other, and the knowledge by the pupil that he has not learned to read acts as a block to improvement.

Such ideas as models, trips, career guidance, self-concept, and peer values are of tremendous importance, and their application in the Higher Horizons program is amply described in this report. It may well be that, for some children, the momentum caused by motivation is alone sufficient to change basic patterns of school behavior and learning. It seems clear, however, that for most children measurable and desirable changes in academic functioning can result only when instructional services are adequate to maintain progress, once initial inertia has been overcome.

In many important aspects of school life, Higher Horizons pupils and disadvantaged children in general compare favorably with other children in schools in our city and across the country. They are often as neat as other children, if not as well dressed; they frequently behave as well, even if not so docile; their average attendance is often higher, although there are more individual truants. They win some prizes in art, a number in industrial arts and home economics, many in vocal music, and the majority in athletics.

The Higher Horizons program accepts the thesis that there are many dimensions of excellence. Therefore, all children are given opportunities to shine in their areas of greatest competence and interest.

The identification of talent in all areas of human endeavor, and the stimulation and satisfaction of wholesome interests, are cardinal principles of the Higher Horizons program. It is for these reasons that program teachers and others have devoted time and effort to glee clubs, art shows, dance groups, and the like.

These efforts are not meant to substitute for the central effort aimed at academic stimulation; they supplement this effort, and contribute to its realization. Through the Higher Horizons program, some children have received instruction in standard instruments like the violin, and many more in small wind instruments like the recorder and the tonette. This learning has intrinsic values of its own in satisfying pupils needs, but it is also a way of moving pupils into a highly symbolic culture.

In the course of the Demonstration Guidance Project research, a survey was made of disadvantaged pupils who prior to the beginning of the experiment, had gone on to some form of higher education. It was discovered that a large percentage of them had verbal I.Q. scores below 100 and were more than one year below grade level in reading as measured by eighth grade junior high school tests. However, almost all of these pupils with low test ratings had been outstanding with respect to many areas of school life. Among them we found the leaders of the school-student government officers, club leaders, and extra-curricular enthusiasts. Our data are not yet complete, but it does seem that close identification with the school is an important factor in school success and school continuance. This identification may travel the avenue of athletics, or art, or music, with the same kinds of favorable academic results.

These successes should not blind us to the necessity of maintaining high levels of academic competency. It is generally far easier for a teacher or a school to show progress in non-academic areas than in academic areas. Frequently it is also more satisfying, not only to the pupils, but also to the parents. A prize-winning choral group offers tangible proof of the success of the school and its program, builds school tone and morale, enhances the position of the school in the community and motivates and stimulates pupil effort. This is fine provided the academic program does not suffer as a result. It is patently impossible to emphasize all curriculum areas equally at all times. There is no substitute for the hard, day-by-day work of teaching basic skills and academic competencies. Its devices are sometimes dull and usually undramatic, and its achievements slow and unspectacular. Here are no inspiring culminations before the eyes of hundreds of parents and friends, but only the slow, steady, forward movement of a large group.

The Higher Horizons program includes, as indicated, all phases of the curriculum. In this chapter, for the reasons given above, those activities will be stressed which lead directly to growth in academic competences. Again, the point is made that this emphasis is not meant in any way to indicate that other activities were lacking completely or that they were lacking in importance.

Higher Horizons entered an existing organization with its own structure and activities. It would be obviously impossible to list all of the activities of the Higher Horizons schools which are intended to raise the functioning levels of children. Therefore attention will be given largely to those activities which were introduced with the Higher Horizons program or were expanded under it or were changed somewhat in nature or in scope.

Mention was made in an earlier chapter that often Higher Horizons simply made it possible for schools to do what they had wanted to do all along, or to do what other schools more favorably situated do as a matter of course. A winning math team in a middle-class area is surely no novelty. In our Higher Horizons schools, the existence of a math team presupposes a sizeable effort, and a winning math team represents a tremendous effort on the part of many people. From the academic point of view, our objective is to have our children do what other children do—no more and no less!

Higher Horizons and Other Programs and Services

An earlier chapter outlined the wealth of services supplied to Higher Horizons schools. For a complete description, the reader is referred to the 1962-1963 **Handbook*** of the Elementary Division, or to the 1962 report, **Our Junior High Schools.**** Many of the programs described in these reports are intended entirely or mainly for disadvantaged children. With relation to these special programs, Higher Horizons acts as both synthesis and catalyst. On the one hand, it gives purpose, direction, and unity to these many different ventures. On the other hand, it also serves to create a common philosophy which welds the members of a teaching staff, and spurs them on to greater efforts on behalf of the disadvantaged children.

Teacher Training

The teacher training aspect of the Higher Horizons program has been discussed above, in chapter IV. Greatest emphasis is given to the training of teachers in academic areas: reading, mathematics, language arts, writing, spelling, science, and social studies.

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* Board of Education, City of New York, **Division of Elementary Schools Handbook 1962-1963.** New York: 1962.

** Board of Education, City of New York, **Our Junior High Schools, A Five Year Report, 1957-1962.** New York: 1962.

Spirit of Academic Progress

In the Higher Horizons school, efforts are made to attach its values and rewards, as much as possible, to academic success. "Honor Societies" have been established, or have had their position in the school up-graded. A number of schools have established "Junior Arista" societies, with highly-publicized induction ceremonies, and have made membership a symbol of leadership in the school community. In order to give all students an opportunity for reward for reasonable aspiration, subsidiary awards have often been created for pupils who pass all subjects, or who show the greatest progress.

Elsewhere, honor rolls are posted or printed. Bulletin boards carry the names of "Students of the Month," an award for which academic excellence is at least on a par with athletic achievement. Buttons bearing the legend "Readers Are Leaders" are awarded to pupils who have read a minimum number of books. Pupils are praised publicly, in assemblies and elsewhere, for excellence in reading and in other academic subjects. When graduates return to the school to speak to pupils in assemblies, they are urged to emphasize the values of school work, and, in the introduction, their academic skills are emphasized.

A reasonable and controlled spirit of competition for academic honors might well be a natural corollary of this emphasis. Many of our Higher Horizons junior high schools have organized math teams for the first time, and some have set up debating teams. Others have begun to give "honors" examinations in math, or have intra-school competitions in poetry, the essay, and the short story. The school which does not have its own Science Fair or Book Fair is a rarity, and bulletin board displays deal often with science or literature.

Such competition has extended outside the walls of the school with favorable results. This past year, our Higher Horizons math teams did well in the inter-scholastic competition, often when pitted against children from more favored areas. Three of our junior high schools won prizes in the Columbia Interscholastic Press Competition. A number of individual children won prizes for spelling, essays, poetry, and special science projects.

The object is, frankly, to give to the pupil who is academically able a position analogous to that of a college football hero. Tannenbaum* has recently pointed out the effects of the peer group climate in determining how much a pupil learns in school. Wilson** has indicated clearly that the aspirations and achievement of any individual pupil are greatly influenced by the educational climate existing within the school. The Higher Horizons program attempts to create the climate which will favor academic success.

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* Tannenbaum, Abraham, **Adolescent Attitudes Toward Academic Brilliance.** New York: Teachers College Bureau of Publications, 1962.

** Wilson, Alan B, "Class Segregation and Aspirations of Youth." **American Sociological Review** 24:6:836-845, 1959.

A junior high school principal reported last June:

> The school math team continues to generate enthusiasm among the faculty and pupils alike. The members of the team enjoy a degree of prestige among their peers heretofore reserved for athletic prowess and unknown for academic achievement at this school. The math team has, thus far, placed first in one match and second in another.

It is recognized of course that pupils are motivated by competition only to the extent that they feel a reasonable chance of success. Therefore, the levels and avenues must be many and varied, and the rewards, to some extent, available to all.

A helpful technique is to give to disadvantaged pupils the opportunity to experience a different kind of educational climate by having them visit other schools. When this involves an interchange of visits between children in a school in an encapsulated community and other children, there are obvious advantages for both groups. Frequently, such visits have been preceded by "pen pal" letters between classes. In some cases, the two "sister" schools have been in the same field assistant superintendent's district, but only one was in the Higher Horizons program. In other cases, the visits have been across district lines, and have served to introduce children to others of different ethnic groups. Often, parents have participated in the exchange of visits.

Even when disadvantaged children seem to have great concern regarding success in school, the feeling is often so generalized that it is of little real value in the classroom. Schools try to introduce a reasonable anxiety with reference to such matters as punctuality, attendance, work habits, neatness, focalized attention, time limits, and orderliness. The children tend to have a low frustration tolerance and to become easily discouraged, so that the teacher must be constantly alert to encourage them to complete work attempted.

This encouragement should not be confused with the practice of "drafting" non-volunteers to answer questions. For disadvantaged children, indiscriminate questioning of children who do not know answers, or who are simply not articulate, poses a threat rather than a challenge. A threat generally limits perceptions to the threatening object and forces the individual to defend himself. In this kind of situation, learning does not usually take place.

Time Factors

In both elementary and junior high schools, the Higher Horizons program results in greater time allotments to those curricular areas which promote verbal facility — listening, speaking, reading, and writing. Most junior high schools, for example, give to children between two and five additional periods of reading, often in small groups. On the elementary level, teachers are encouraged to devote a greater portion of the school day to language arts activities, particularly reading.

All of our Higher Horizons junior high schools, and many of our elementary schools, try to extend the school day for pupils who need additional help. They have used various administrative arrangements to extend opportunities for special coaching, either before or after regular school hours. Thus, a Queens junior high school reports:

> It has been difficult to make the administrative arrangements necessary to coach children. We are reluctant to take the children out of their regular classes. Therefore, two teachers, one English-social studies, and one science-math, were placed on an early schedule, arriving forty minutes early and leaving forty minutes early. From 8:00 to 8:40, they coach approximately 150 pupils, most of them applicants for special high schools.
>
> The special high school exams are usually over by January 31. Thereafter, the time is spent in coaching failing pupils and possible hold-overs in relatively small groups. Thus the available time is divided between the more able pupils and the academically retarded.

In other junior high schools, some teachers are placed on late session so that coaching time is available after school. In elementary schools similar arrangements have been made for program teachers and others with regular class assignments. The fifth hour of first grade teachers, whose classes are in school for only four hours, is also available for this purpose.

In all schools there are teachers who voluntarily come early or stay late to coach individuals or groups of children, or who give up part of their lunch hour to do so. The extensive help of various community organizations will be noted in chapter VIII. The Public Education Association School Volunteers, the Columbia-Barnard students, the "BRIDGE" pupils from Queens College, student teachers, and other groups have given thousands of hours in coaching time.

One of the great needs in many areas is simply the existence of quiet places to read and to study. There has been a tremendous outpouring of community assistance in this regard, as will be explained later. The renewed emphasis in all schools on the values of home work and home study, and the increased emphasis on academic achievement in Higher Horizons schools, has increased the importance, and necessity of such study rooms. Many schools maintain such rooms before or after school and during the lunch period, manned in a wide variety of ways by different groups. They may be included as part of the regular school organization. Frequently the after-school community center undertakes the responsibility. Sometimes college students, high school Arista students, or Future Teacher clubs perform the work under the supervision of a teacher. Often local community groups, settlement houses, churches, or housing projects organize study centers. It is not unusual for teachers to assume the responsibility themselves.

In some cases, teachers organize extensive programs of after school lectures for children. The announcement from a Manhattan junior high school read in part:

> We are pleased to announce that our teachers are sponsoring a series of lecture-discussions built around the topic, "Man's Way of Life." Teacher specialists will discuss exciting and vital events that are taking place in their respective subject areas. Present plans call for a series of eight discussions to be held on a weekly basis on Thursdays from 3:15 P.M. to 4:15 P.M.

Attendance was limited to one hundred, and there were many more applications. A statement from another school announced:

> The School Educational Council, an organization composed of teachers and supervisors, conducts a wide variety of academic activities after school. These activities include classes for students interested in preparing for special high school examinations, as well as literature, Greek mythology, corrective mathematics and elementary algebra. There is also a special art talent group.

Older kindergarten children attend for three hours, while younger children attend for only two. This past year, for some of this younger group, the session was extended to three hours. At the same time, the schedule for some first grade children was extended from four hours to five.

This extension of the school day for disadvantaged children would seem to be a necessity if they are to overcome the language deficit with which they enter school. Next year it is anticipated that five kindergarten classes in Higher Horizons schools will be placed on a full-day schedule. It is hoped that, at the same time, all first-year classes will be placed on a five-hour schedule.

Reading

Improvement in reading is recognized as the basis of any program which aims to raise levels of academic attainment. Direct instruction in reading and in reading skills forms the core of instruction in language arts and is an important area of activity in every academic subject.

The thirteen Higher Horizons junior high schools have a total of twenty-eight carefully selected special teachers of reading to fill assigned budget positions. In addition, the schools are usually able, as a result of the liberal teacher-pupil ratio, to free additional time for this important function. Other services are supplied through the Higher Horizons program teachers, for whom direct instruction in reading is the most extensive single instructional activity. The language coordinators, assigned largely to the instruction of Puerto Rican pupils, also spend most of their time in the field of language arts and reading.

All of these teachers, during the 1961-1962 school year, were able to give remedial reading instruction usually in groups of twelve to fifteen, to 6,850 pupils, or 35% of the total junior high school population. Approximately 500 non-English speaking pupils, mainly Puerto Rican, received special help in groups ranging in size from three to ten. This represents an effort of tremendous magnitude, since two out of every five pupils were able to receive some systematic, programmed help in reading on a regular basis. Yet, even here, the help is clearly inadequate to the need. More than three of every four of our Higher Horizons junior high school pupils are below grade level in reading and most of the others are reading well below their potential.

The effort in the elementary schools is just as extensive and intensive as that in the junior high schools. For the fifty-two schools, there were during the 1961-1962 school year 73 teachers of reading and 10 non-English speaking coordinators. Some part-time teacher assistance was available, and the bulk of the teaching time of the Higher Horizons program teachers was used in the field of reading. Indeed, in one district where the need was particularly acute, the program teachers functioned almost entirely as corrective reading teachers.

Together, all of these teachers were able to give special reading service to 4500 pupils and special language help to 830 non-English speaking pupils. The immensity of the effort is again obvious, yet again it is clearly inadequate to the total need.

A number of special reading programs have been conducted in conjunction with the Institute for Developmental Studies under the direction of Dr. Martin Deutsch. Most of them, conducted after school hours or during the summer, involve the creation of a therapeutic reading curriculum for retarded readers in small groups of three or four. One of the most interesting involves an effort to determine whether pre-kindergarten school experience facilitates learning in later grades. Organized on a trial basis this past year, it will begin as a controlled experiment in two Higher Horizons schools in February 1963.

The Higher Horizons program also attempts to increase use of both school and public libraries. A number of schools tell of library enrollment drives which have approached 100% success. An unexpected by-product has been the greater use of the library by parents. One elementary school in the Bronx reports, "After the Parent-Child Library Workshop, the branch librarian was bombarded with requests for books on the booklists distributed."

A number of schools send newsletters to parents containing reviews of worthwhile children's books. Still others make it a practice to include, at the bottom of every general message going home to parents, the words, "Give the gift that lasts — give books!" Book Fairs, especially during Open School Week, are the rule rather than the exception.

Other schools have formed "Reading to Others" clubs composed of upper grade children who read stories to lower-grade children on a regular basis. There are many advantages to this technique, both for the readers (many of them retarded for their grade) and the listeners.

Many schools have also embarked upon programs of individualized reading, with some success for the more able children. The major problem has been, as might be anticipated, the securing of books with a high interest level for the urban disadvantaged, but a lower reading level and a more realistic vocabulary. Teachers have often produced their own duplicated materials, but certainly not in quantity adequate for the needs.

Activities for Special Groups

In recognition of the fact that special interest activities can both inspire and reenforce learnings, the Higher Horizons program has attempted to add to existing facilities direct club and group work of an academic nature. In our junior high schools we do not usually have a club program as such, except on a teacher volunteer basis after school hours, or in conjunction with the after-school community center. Instead, talent groups and classes have been organized within the regular school program.

Traditionally, for disadvantaged children the areas of vocal music, orchestral music, and art have been included. Persistent efforts have been made to organize classes in other areas as well. Last year, four of the thirteen schools had special classes in science, six had classes in journalism or creative writing; eight had special progress classes for the academically talented, and three had special literature or drama groups. One school had a group taking a special creative dramatics course at Hunter College.

On the elementary level, the interest groups have tended toward clubs or small groups within classes. As is natural, there is a smaller percentage of interest groups than in the junior high schools. Even here, however, there are many clubs in science, creative writing, choral speaking, mathematics, dramatics, literature, and even French and Spanish, and one school in four has some clubs of this type. This number, it must be stated, represents no mean achievement, compared to the pre-Higher Horizons status. Almost all the schools have other interest groups meeting regularly, such as glee, art, and dance. In addition, there has been a great expansion of music instruction in small wind instruments and the beginning of a few bands and orchestras.

In one junior high school, ninety ninth grade pupils, chosen for academic ability, received two extra periods per week for additional practice in writing. In another school, teachers of English had only four teaching periods per day, so as to allow time for the marking of compositions. In the junior high schools, there has been a spurt of interest in Future Teachers clubs, Future Nurses clubs, debating societies, and literature, math, and language clubs.

The creative writing groups almost invariably publish class, grade, and school newspapers. Their impact on parents particularly has been most surprising. Parents of one school wrote:

> I like the "Higher Horizons Bulletin" because it shows what type of work our children are doing.
>
> I sincerely believe these Bulletins have been a great inspiration to our children and to us.
>
> I think the school and the children are doing a remarkable piece of work in putting out the Bulletin. Keep up the good work.

Many schools have called attention, in their reports, to the need of the pupils for training in study skills and habits. A number of these schools, particularly the junior high schools, set aside special study-skills periods to help classes develop better techniques of studying. It is necessary, of course, to develop a program of teacher training and to allocate specific skills to grades or departments.

Many junior high schools, following the organizational patterns developed in the Demonstration Guidance Project, have organized bright underachievers enrolled in the academic curriculum into small classes in foreign language and in mathematics. Their ability to do so was increased with the assignment, in February 1962, of an additional position to each school, to be used specifically for the stimulation of bright underachievers. Of course, if we assume that Higher Horizons pupils, or disadvantaged pupils generally, have the same basic potential as other children (and no other conclusion is possible in the light of modern psychological knowledge) then almost every Higher Horizons pupil is an "underachiever." Since a choice had to be made as to the target group serviced by this new position, it was decided to use it exclusively for children identified as able academically whose achievement was relatively low. This group was chosen because pupils with more serious academic deficiencies receive the bulk of the special services normally supplied by the Junior High School Division.

One principal described his basis for selection as follows:

> A student whose verbal I.Q. score is normal or better; whose reading is five months to two years below expectancy; and whose academic performance is also below expectancy.

Another principal explained:

> These 72 children represent our most capable seventh and eighth grade children. They meet in small groups to work on basic reading, writing, and research skills. In addition, they spend some time in career and college orientation. A special teacher designated as an "academic achievement teacher" works closely with the guidance department. His lesson plans are developed cooperatively with a licensed Education and Vocational Counselor in order to correlate academic achievement with guidance.

Parents were often involved in the selection of pupils and at other points. A letter from a counselor to the parents of the children explained:

> As you know, your child has been attending special classes three and sometimes four times a week. These special classes are a part of the Higher Horizons program and were instituted for the specific purpose of giving your child extra instruction. Your child was selected because a review of his records indicated that, although he had high intellectual potential, he was not performing at a level equal to his ability.
>
> This program includes concentrated instruction in reading and writing skills in all subjects. Its over-all purpose is to give your child a knowledge of the steps involved in problem-solving and critical thinking in all subject areas.
>
> This letter is intended as an invitation to you to attend the Spring Open-School Week sessions on April 9 and 10. On these days you might be interested in a more detailed explanation of the program and some report on your child's progress in the special classes.

Judging from reports received, the special academic teacher was able to effect good results in almost every case. Without exception, schools reported more than usual academic progress for the children affected and much enthusiasm on the part of teachers, pupils, and parents.

Although special help of this kind was not available for elementary schools, some of them organized classes for pupils with good but unrealized academic potential. Generally, the children might be called average for the school in that they showed the following characteristics: first year I.Q. score within the normal range; no unusual behavior or emotional problems; slow but steady increase of about 2 months per year in the gap between reading achievement and grade norms. Results varied widely, largely, it is suspected, because of local differences and problems.

Schools generally have noted an educational truism — that remedial help is most effective with high potential children who are not too far behind.

High School Program

As indicated earlier, the high schools have attempted to strike a balance between the distribution of services to all children and the concentration upon relatively few. Many of the practices resemble those in use in the junior high schools and include:

- — double periods of English each day.
- — remedial reading and remedial math.
- — across-the-board reduction in class size.
- — smaller classes in foreign language and math.
- — special clubs in academic areas.
- — coaching in small groups.

The initial reaction of some schools is that concentration seems to bring more immediate returns than dispersion of services. This kind of judgment might be expected, and it is certainly too early to draw even tentative conclusions as to the merits of different plans.

VII

CULTURAL ENRICHMENT

Place of Cultural Enrichment in the Total Program

The guidance and instructional programs are accompanied by a determined effort to enrich the cultural experiences of the children and to make the entire city a part of the curriculum. It is a paramount objective of Higher Horizons to help both children and adults to regard cultural interests as educational necessities, and to plan activities which well enrich both the curriculum and the background of the children.

For our disadvantaged children, such activities as trips are not merely fringe benefits, but an integral part of the total program. The value of these experiences has been too well documented in educational literature to require defense. In this area, as in so many others, the school faces the necessity of providing basic experiences for children which are often considered to be in the province of the home. We know that most of our children have been given little or no opportunity to participate in many of the cultural activities which are an integral part of the everyday experience of those in more favored communities.

As a matter of normal routine, these favored children are exposed to activities which broaden their cultural horizons, develop interest in the worthwhile use of leisure time, challenge the creative intelligence, delight the spirit, stimulate the imagination, and improve both vocabulary and cognitive abilities. The great majority of our Higher Horizons parents, however great their interest in their children, rarely have the time, money, knowledge, and background to provide similar experiences for their children.

A large proportion of our elementary children, particularly those living in encapsulated communities, have never been more than twenty-five blocks from home, except for school trips. Many of our junior high school students have never ridden on a subway train, or been out of their home boroughs, except under teacher supervision. For such children, a program of planned experiences is an absolute necessity.

Expanded Trip Program

In the organization of a program of planned cultural experiences, there are certain basic advantages in the city of New York. The wealth of opportunities is unmatched anywhere in the country, and perhaps in the world. A network of rapid transportation facilities brings them within easy traveling distance, and free transportation privileges are extended to children and their teachers during school hours. There is no charge for admission to the great majority of museums, parks, historical places, and other points of interest. Special events for children, including a number of excellent children's theatre groups, have long been in existence. The Bureau of Audio-Visual Instruction supplies guidance and coordination on a city-wide level, assisted by district and divisional personnel.

Yet, with all this, teachers of disadvantaged children have often been unable or reluctant to take advantage of the possibilities for cultural enrichment. The reasons are many: the fear of new teachers of possible disciplinary problems; lack of familiarity with places or their value; problems of mechanics, such as trip permission, parental consent, and collection of money; problems involved in pre-planning or follow-up.

Since the inception of the Higher Horizons program, trips in the schools affected have increased tremendously, often more than 200%. This increase has resulted, not only from the emphasis of the Higher Horizons program and its teacher training program, but also from the assignment of additional personnel. The program teachers and the cultural activities coordinators assist and encourage the classroom teachers, while facilitating the necessary administrative arrangements. They prepare summaries and "fact sheets" which explain the event in which the class will take part, and with the teachers plan preparatory and follow-up lessons. As a result, teachers who had been reluctant or fearful have come to see the value of trips.

Some schools report the development of extensive teaching materials to be used in connection with specific trips. These usually consist of preliminary lessons, trip instructions, and follow-up activities.

One junior high school reports a technique of breaking an art class into two groups for a trip. The art teacher took part of the class to the Museum of Modern Art; the cultural coordinator took the rest of the class to the Frick Museum. The discussions which took place after the trip served to unify the pupils' thinking regarding the "old" and the "new" concepts in art. The smaller groups enabled the teachers to give the pupils more individual attention during the trip.

Altogether, tens of thousands of children, many of whom had never been out of their home neighborhoods, visited such places as Town Hall, City Center, Carnegie Hall, Brooklyn Academy of Music, and Stratford. They saw and heard ballets, operas, puppet shows, concerts, folk dances, plays, and music festivals. They made trips to museums, parks, banks, post offices, libraries, and railroad stations.

Each child in the Higher Horizons program made, on the average, between two and three trips per year. This is exclusive of week end trips sponsored by the schools in which children participated with their parents. Schools have carried on a program of encouragement and stimulation of parents so that they might be motivated to provide cultural experiences for their children.

The following list of places visited, although by no means complete, will give an idea of the range of stimulation:

Art Museums — Brooklyn Children's Museum; Brooklyn Museum; Cloisters; Frick Collection; Hispanic Society of America; Metropolitan Museum of Art; Museum of Modern Art; Whitney Museum; Guggenheim Museum; Private galleries (Picasso Exhibit); Lever House Art Exhibit.

Historical Interest — Museum of the City of New York; Museum of the American Indian; Dyckman House; Fraunces Tavern; Hamilton Grange; Lefferts Homestead; Jumel Mansion; Statue of Liberty; Theodore Roosevelt House; Gracie Mansion; United Nations; Philadelphia; Sturbridge Village, Mass.; Smith's Clove, Monroe, New York; Mystic Seaport, Conn.; Sleepy Hollow restoration; foreign consulates.

Theatres and Concert Halls — Metropolitan Opera House; Carnegie Hall; Town Hall; Heckscher Auditorium; New York City Center; Equity Library Theatre; off-Broadway theatres; local high school auditoriums.

Science — Hayden Planetarium; Museum of Natural History; United Engineering Center; Union Carbide Atomic Energy Exhibit; Time-Life Building Satellite Exhibit; American Rocket Society Show; Weather Observatory; Brookhaven Atomic Laboratories.

Transportation — LaGuardia and Idlewild Airports; Port of New York Bus Terminal; Grand Central Station; Penn Station; boat trip around Manhattan; ferry trip to Staten Island; walk along Brooklyn Heights.

Industrial Plants — Newspaper; bottling; food processing; automobile assembly; bank; utility; department store; stock exchange.

Public Agencies — Courts; police precincts; markets; housing centers; hospitals; health centers; ASPCA.

Performers — New York Philharmonic; N. Y. Oratorio Society; Joseph Papp Shakespeare Festival; Leonard Bernstein; Little Orchestra Society; Texas Boys' Choir; Esterhazy Orchestra, Queens Symphony Orchestra.

Also — trips to parks, libraries, exhibits, radio and TV stations, buildings, churches, colleges, high schools, labor unions, and career conferences (e.g., in science).

Special Projects

The Parents' Associations of a group of schools in Queens organized to form a Parent Activities Committee of Higher Horizons. One of its subcommittees organized the South Queens Youth Theatre, Inc. (SQYT) whose objective was to bring into the community high quality theatrical performances for children by professional companies. This SQYT group rented a local theatre for four Saturday mornings, and arranged the following schedule of events:

Nov. 18, 1961 — The Firebird, by the Merri-Mimes
Dec. 16, 1961 — Tom Sawyer, by the Kay Rockefeller Traveling Playhouse
Jan. 27, 1962 — Cakewalk Story Ballets, by the Merry-Go-Rounders
Feb. 24, 1962 — Niccolo and Nicollette, by Equity Library Theatre

Much to everyone's surprise, the quota of 3200 tickets was heavily oversubscribed.

Another unusual venture took place in Manhattan, where a local assistant superintendent arranged a series of cultural events at Town Hall for the Higher Horizons schools in his districts. Entitled "The Seven Lively Arts," the programs included music, drama, dance, opera, and children's theatre, performed by professional artists. Detailed background material was supplied for preliminary and follow-up activities, particularly in the area of language arts.

Many of the cultural activities of children originated with special projects of the office of the Coordinator. During the Easter holidays, for example, hundreds of Higher Horizons pupils were able to visit a Picasso exhibit at ten New York galleries. Arrangements were made at headquarters with the cooperation of the Junior League of New York. A number of the special events scheduled at the Brooklyn Academy of Music and at Town Hall were centrally initiated. The office of the Coordinator also served to evaluate children's programs, and as a bridge between the needs of the schools and the desire of community groups to be of service.

School Activities

Many of the cultural activities have taken place right in the schools themselves. For example, all of the "Young Audiences" concerts are given in the school auditoriums, as are many of the performances of children's theatre groups, individual artists, singers, choral groups, and dance troupes. One junior high school reported its in-school cultural experiences for a five-months period as follows:

Date		Experience	Number of pupils
Dec.	19	Phoenix Theatre: "Portable Phoenix"	1500
March	6	Piano Recital: Juilliard Artists	550
April	6	Met. Opera Studio: "Barber of Seville"	1000
April	16	Phoenix Theatre: "Sound and Sense"	1500
May	16	Folk Singers	500
May	17	Phoenix Theatre: "Americana"	1500
May	18	Ossie Davis ("Purlie Victorious")	550

A previous chapter has indicated the extension of cultural activities as part of the curriculum enrichment in Higher Horizons schools. A natural concomitant of this enrichment process has been the discovery of talent among the pupils. One school in making a talent survey learned to its surprise that fifteen children were taking instrumental lessons. At a school where music instruction was emphasized, 60 children learned to play the recorder, 540 children learned to play the flutophone, and 30 children learned to play a percussion instrument.

One principal expressed his delight by saying, "For the first time since I have been in this school, we have three classes learning to play the flutophone and one class learning the recorder. We hope to have an orchestra next year. I think it is wonderful that we are able to do for our children what other schools do." A teacher wrote, "There seems to have been a revival of interest in music. We have a Glee Club, and a number of children have been discovered with beautiful voices. We're also proud of our two newly-organized band classes. A number of children have brought their own instruments."

Some of the districts have undertaken spectacular Music and Dance festivals, in which each school presents one or two numbers. These presentations have been very successful, and have done much in winning community support for the Higher Horizons program.

Although music is emphasized, art has not been neglected. A number of special art classes and art clubs have been organized. In one school, art groups are being conducted by a Public Education Association school volunteer. In another school, it was possible to establish a Saturday art class with a volunteer instructor.

The testimony of the schools seems to indicate that cultural activities of one kind tend to stimulate other forms of cultural activity. Thus, exposure to music listening seems to lead to a desire for musical expression, just as the organization of a Glee Club leads to a desire for an Art Club or a Dance Club. The community has played an important role in the satisfaction of these newly-created interests. A number of scholarships for art and music study have been granted to our Higher Horizons pupils.

Junior High School TV Project

In September 1962, the Junior High School Division organized a television program entitled "Higher Horizons." A weekly 20-minute show with three different time slots on Friday, it provides exciting experiences for pupils through trips via the camera. The major aim of the series is to stimulate the students to visit with their families the places introduced on the programs. Via this television series, teachers are able to take their classes into unusual areas not usually included in the trip-taking schedule, without leaving the classroom.

Financial Problems

The great majority of cultural activities are free and, as has been indicated, free public transportation is available. Last year, a limited number of buses used to transport children in the Open Enrollment Program were also available. Two of these were assigned to the office of each field assistant superintendent. During the present school year, a total of thirty-three buses have been made available for the trip program in Higher Horizons districts.

However, financial problems still exist. In some cases, an admission fee has to be charged. In other cases, transportation problems necessitate the hiring of a bus, since the Open Enrollment buses were not adequate for the number of demands. Certainly the problem of raising money for Higher Horizons cultural activities is a perennial one.

One school describes as follows an effort to meet this problem:

> We held a meeting to which we invited representatives of various organizations — the American Legion, the Masons, The Elks, etc. The principal explained the goals of Higher Horizons, and this was followed by a discussion of how the various organizations could help. One way that the group agreed on was to subsidize trips by setting up a Trip Fund for needy children. We received more than $200.

At a junior high school, the faculty presents a show each year, at which admission is charged, in order to raise money. One of its feeding elementary schools persuaded the local Lion's Club to donate $100. Often the school Parents' Association is able to assist.

Many community groups have cooperated by subsidizing performances so that they might be presented free of charge. A large Bronx department store sponsored a puppet show for younger children. A Brooklyn department store presented free a series of dance recitals and lectures.

Sometimes it has been possible through the office of the Coordinator, or through the Bureau of Audio-Visual Instruction, to make available to children and to parents tickets at large discounts. Occasionally, free tickets have been distributed for concerts, recitals, and other events at Town Hall and at similar places.

Parents and Cultural Activities

One of the most heartening features of the Higher Horizons program has been the enthusiastic support of parents for its cultural phases and their increasing involvement. At the beginning, there were evidences of both misunderstanding and fear. Some parents felt that trips were being offered as a substitute for a sound program of education. These parents had to be convinced, both individually and in groups, that direct experiences are a part of the learning process, and a basic prerequisite for academic achievement. Other parents were actually afraid for the physical safety of their children. Many telephone calls were made to reluctant parents and many letters were sent in the effort to allay these fears.

One or two parents are almost always included in the trips, chiefly to assist the teacher with the management of the class. These experiences have often proved even more rewarding for the adults than for the children. A parent who had been afraid to let her daughter go to a park with her class, and who had acted as an adult helper, wrote in Spanish, "I did not know that Central Park was so easy to reach by train. I'm going to go with my whole family next week." A reluctant mother admitted, "I am happy I went on the trip, even though I didn't want to go. My son forced me. I say that we must broaden our experiences so that we can help our children." A mother who had been dubious of the value of trips stated, "I wouldn't have missed this airport trip for anything. I never saw the inside of a plane before. I think every child ought to come here." Of ten mothers who accompanied children to a theatre in small groups, seven stated that it was their first trip to a Broadway production.

For many of the parents, these trips were the first opportunity to relate informally to the teacher. One of the parents wrote, "On the trip, I really had a talk with a teacher for the first time in my life. I learned that the teacher has the same hopes and desires for the children that I have for mine."

At best, the school can play only a limited part in supplying extraschool experiences to the children. In this area, the role of the parents is crucial. Therefore, schools have tried to educate parents, not only in the desirability of trips, but also with respect to operational knowledge. Parents can hardly be expected to take children to places of which they are entirely ignorant, or to encourage pupils to take advantage of opportunities of whose existence they are unaware.

A number of schools arrange trips for parents only, accompanied by Higher Horizons personnel. One group was escorted to the Metropolitan Museum of Art and to the United Nations. A second group visited the local library, Brooklyn Museum, Brooklyn Botanic Garden, Brooklyn Central Library and then went to Brooklyn Heights for a wonderful view of the harbor. Another group took a trip around New York City as an outgrowth of a Parent Workshop discussion.

As a matter of course, schools include in their monthly newsletters to parents a section devoted to **Places to Go and Things to Do**. Special columns are titled **Fun for the Family** and **Carfare Trips.** One school publishes a weekly bulletin for all students, **Going and Growing**; another prints a weekly one-page **Trip of the Week**. Most schools issue special supplements or editions before the Christmas, Easter, and Summer holidays, giving trip information in considerable detail. Publications usually include tips for televiewing, radio listening, hobbies, and reading, as well as for trips. In some cases, special parent workshops are held before holidays, to provide additional motivation for parents.

The campaign to enlist parent participation in the cultural program has resulted in a great expansion of weekend trips for children. For example, as a direct result of this campaign, and through the efforts of the office of the Coordinator, many thousands of children have attended Saturday performances at Town Hall. In many schools, teachers and counselors volunteered to help chaperone groups of children. Particularly during the early stages of the Saturday trip program, school personnel contributed their services liberally, in order to provide the necessary guidance and leadership. Subsequently, in some schools, parents developed their own leadership, and maintained lists of parent volunteers who were available to assist with trips. Elsewhere, parents formed a **Saturday Trip Club,** to take children on trips who might not otherwise have had the opportunity. A Bronx school boasted proudly, "We now have a Father's Brigade — a group of fathers who take children on trips around New York." A Brooklyn school told of its success in organizing a group of fathers who took a hundred children to a Saturday Christmas Festival at Town Hall.

One school described its experiences as follows:

> One of the most encouraging outgrowths of the parent workshops has been the development of the Saturday Trip Club. To date, 293 children and 37 parents have participated in the program. They have gone to the Hillside Rollerdrome, the Henry Street Playhouse, the 103rd Police Precinct, and the New York City Ballet. Other schools in our district have sent more than 500 children on similar Saturday trips. The Merrick Community Center and the Samuel Huntington Community Center

have helped by supplying escort service and transportation when called upon to do so.

In this particular school, 111 pupils out of a student body of 550 bought tickets for a Saturday showing of **Aladdin**. The mother of a kindergarten child who attended said, "I'm glad I took my little one and her older brother. I never realized how much children could learn from a play. For the first time, she's talking a lot about what she saw."

Very often, when events are free, tickets are printed and distributed to assure the presence of an audience. Children and their parents seem to be more likely to attend a particular event if they have a ticket to it, even if it is free. These free tickets are for various places to which the school would like parents to take children — free movies at the Brooklyn Museum, special art shows, free children's theatre, and the like.

Interest in cultural events has extended beyond the school to include the entire community as well. The ingenuity of the schools in developing activities for children is often matched by the creativity of the parents. In one school district, they formed a repertory troupe which toured the Higher Horizons schools and presented special programs. A concert series was launched, and expanded into plans for a Parent Chorus and a campaign for a new central library. At the Metropolitan Museum of Art, many parents joined the school group for lectures and demonstrations, and returned with their children on weekends.

The president of a local Parents' Association wrote, "Our children recently purchased one hundred tickets for a special children's theatre performance, of which Higher Horizons was one of the sponsors. It seems easier to get children's groups to come into the neighborhood now because more people seem interested." A trip coordinator asked, "May Sunday School classes be included in our Higher Horizons trips? Some of the churches in the community have asked about it." These communications indicate that the community not only accepts the cultural program, but participates actively in it.

Values of Cultural Activities

With the great expansion of educational TV, some educators have suggested that it is a waste of time to take children out of school on frequent occasions to see plays or museums or ballets, or to listen to concerts, or to visit places of historical and educational significance. Our experience indicates that TV is not a substitute for a trip or a live experience in the school setting. For disadvantaged children, it is not enough for them to see the Philharmonic on TV; they have to become a living part of it. Subsequent exposures may be more and more vicarious, but the initial ones should be direct and personal.

The child is given an opportunity to identify with the larger community and where necessary to shape a new self-image. At Town Hall and at other special shows, the actors line up in the theatre lobby after each performance to shake the hand of each child. At museums and public places, the children are received with respect and special attention by officials and guides. In planning sessions, the pupils learn that special arrangements have been made for their benefit. Such considerations give the boys and girls feelings of self-worth and importance which must inevitably have favorable results on ego development. They see themselves not only as part of the environment, but also as helping to shape it. Thus there is a consequent feeling of power — a most important consideration for a powerless group. For many disadvantaged children, school seems to be a kind of moratorium from their real world. Through trips, they begin to see the relationships between their own restricted worlds, the greater outside world, and the world of school.

Travel by bus or subway is itself a new experience for many children who have never before been out of their neighborhoods. A Spanish-speaking pupil who had been fearful of entering the subway finally arrived at the Brooklyn Museum. He looked about him and said, "Is Brooklyn? Is beautiful!" For many children, fear of the subway is real, and it requires a great deal of sympathy, understanding, and firmness to educate some children to accept public transportation without anxiety.

In the course of the trips, pupils are able to associate more informally with the teacher and with the adults who go with them. On school trips and Saturday trips, they find out that adults are interested in what they are learning in school. They have more opportunities to ask questions, and to acquire a proper background for learning. For example, one school arranged a trip for the children to observe the extensive construction work in the Flushing Boat Basin. They saw diversified types of machinery and construction work, and had an opportunity to speak with workmen. The tremendous value of such an experience for deprived children, not only for self-worth, but also in terms of follow-up work in the classroom, is almost self-evident.

Through trips, children and their parents learn of the varieties of cultural experiences available. Doors of museums, art galleries, and libraries are unlocked for all people, and are as available to the disadvantaged as to others. But the first time it is often necessary to open the door for them, and to prove that the museum, or gallery, or library exists as much for them as it does for others.

One school reports, "Ninety sixth-grade youngsters visited an Automat. For most of them, it was their first experience, and they seemed much in awe of their surroundings. For many, it was their first experience in making decisions as to how to spend their money on food." These children will visit Automats again, but never with that same awe, and will return with a feeling of familiarity.

Trips are important, too, because they provide opportunities for children to compare their standards with those of other children. As they come into contact with others, they begin to appraise their behavior and dress, and sometimes to develop a somewhat different set of values. As they travel on public conveyances, they receive guidance in planning for their safety and for the welfare and rights of others. They learn how to react as members of different kinds of audiences. One teacher excitedly reported to the principal, "We have made really intelligent and serious audience members out of our children this year." From another school came the report, "Particularly noteworthy was the attention and decorum of the children in the audience, indicating a high level of acceptance upon which the school can build."

An important outcome of the trip program may well be its effects in making children more articulate. By extending the field of experience and the life-space, it gives the children something new and important to talk about which is directly relevant to their work in school. A teacher summed up her reaction in this way: "My biggest problem used to be to get the children to talk and tell us how they felt. Now they react almost spontaneously to what they have seen. There has been a great improvement in language work."

VIII

PARENTS AND THE COMMUNITY

Parents and Higher Horizons

Thus far, this report has dealt mainly with the impact of the Higher Horizons program on teachers and pupils. It is not enough, however, for teachers to develop faith in children and operational skill, or for children to acquire new motivations and changed patterns of school behavior. Parents, too, should be educated to believe in their children and to support the educational effort. Pupils spend more time at home than they do in school. A Higher Horizons program must be accepted by the parents if it is to make maximum impact on the children.

Several studies have demonstrated clearly that neither intelligence, nor achievement, nor social status, nor financial status alone determine whether a pupil finishes high school and goes on to college. The attitude of the family is crucial. One of the prime objectives of the Higher Horizons program has been to inspire parents with hope for their children, so that they will supply the necessary psychological and economic support.

There is a popular misconception that parents of disadvantaged children do not care very much about school and that, as a matter of fact, they are hostile to education. Our own experience has been that nearly all parents, even those who are severely alienated or defeated, look upon education as a source of hope for their children.

Sometimes parents do not understand what the school is trying to do for the youngsters. There may be a considerable gap between their hopes for their children and school achievement. Occasionally, they may identify the school with the larger society which has been so unkind to them. Yet, with all these sources of disaffection, they continue to place their main reliance for progress in the educational system. Their dissatisfaction, when it occurs, is the product of disappointment rather than of hostility.

All parents wish their children to be successful in school, but they differ widely in the quantity and quality of functionally relevant support which they give. The Higher Horizons program has attempted to translate the generalized feelings of the parent into specific practices which are operationally useful. Discussions of such practices have formed the core of the various workshop and parent association meetings.

Many parents of disadvantaged children tend to shun the school as an institution, and professional people as institutional representatives

Middle-class parents and children have generally learned how to cop with the administrative complexities of the school system. When speci needs arise, they know what to do, whom to approach, and how to effe communication. The disadvantaged are often unable or reluctant to ap proach what is to them the awesome machinery of education.

Our Higher Horizons schools have had to reduce to a minimum th normal impediments to contact between pupils and parents on the on hand, and teachers and administrators on the other. The importance o informal machinery and informal relationships cannot be exaggerate Good administration may require that parents telephone in advance fo an appointment. In the areas in which our Higher Horizons schools ar located, such a requirement would create a chasm between the school an the community.

It is equally important, in the organization of special programs lik Higher Horizons, to avoid both terminology and rationalizations whic are offensive to the community. The constant reiteration of such phrases a "slum children" and "culturally deprived" are almost certain to caus negative reactions among many of those affected. The implication that program is intended to uplift the unfortunate and retrain the retarded i certain to be equally offensive. It is wise to avoid both generalizations and stereotypes, and to present special programs as part of the effort which the total community is making on behalf of all its children.

Parents' Associations

As a result of this recognition of the role of the parent in the Higher Horizons program, each school has attempted to enlarge the membership of its Parents' Association, extend its sphere of activity, and increase its importance. For the 1961-1962 school year, all schools have reported extension of the work of the Parents' Associations, with the emphasis varying from school to school, depending upon local conditions. Thus, one school stressed the special needs of non-English speaking newcomers to the community. Another devoted much time and attention to the problems of a changing ethnic community and the organization of a program of intercultural relations. A third adopted as its goal the increased participation of parents living in a housing project.

All schools have tried to transmit to the parents the operationally useful practices mentioned in the section above. Favorite topics for discussion have been: the reasonable assignment of home chores; privacy and time for study; the economic importance of education—even for girls; how to help children with reading; getting children to bed—and to school; parent-child communication; educational opportunities for adults; meaning of marks and achievement scores. This latter topic is of especial importance to the parents, since for a large number the achievement scores have little real meaning as measures of accomplishment.

Many schools have reported unusual advances. At one elementary school, more than 600 parents attended a meeting to celebrate Negro History Week. Another school secured excellent response to two closed-circuit television demonstrations for parents. Many schools alternate meetings during the day and in the evening so as to give all parents, fathers as well as mothers, a chance to attend.

An important outcome has been the increasing recognition by the schools of the reservoir of helpfulness and talent which exists among the parents. In increasing numbers, they have helped with trips, remedial reading, library work, exhibits, science fairs, cultural projects, audiometer testing, assembly programs, and a host of other important activities. They have arranged special gestures of respect and honor for teachers on Teacher Recognition Day. They have volunteered their services as baby sitters, so that parents might attend meetings or take children to clinics.

One principal described the improvement in his school as follows: "Sympathetic understanding of our efforts for children has been increasing. For years, the Parents' Association withheld its support. In the past two years, the attitude of the P.A. and its Executive Committee has changed completely. The officers have done all they can to support the school." Another said: "For the first time, we have a Parent Curriculum Committee and a Parent Committee on Summer Activities. The parents have taken a much greater interest in the school."

Parent Workshops

While large group meetings are valuable for motivational and inspirational purposes, as well as the transmission of simple information, they do not permit much intercommunication between the professional staff and the parents. Therefore there has been increased reliance upon workshops and similar small-group meetings as vehicles for two-way communication. The number of such meetings during 1961-1962, and attendance at them, increased by more than 50% over the previous year. One of the most encouraging features has been the marked increase in the number of fathers attending.

The meetings deal in large measure with the functionally relevant practices mentioned above. They are also centered around the needs of particular groups of children: the gifted; the retarded readers; the talented; the holdovers; the potential dropouts. Sometimes they are topical in nature:

how to get the most value from a parent-teacher interview (before Open School Week); good recreation for your child (before long holidays). Many of the workshops are conducted in cooperation with community agencies, such as the Community Service Society, the Child Study Association, and neighborhood mental health clinics.

Among the desirable features of the workshop are:

- parents are involved in planning, publicity, and the actual conduct of the meetings. As many parents as possible are given specific responsibilities, such as hostess, refreshments committee member, panelist, and usher.
- arrangements are made for a baby sitting service in school.
- notices to parents include a tear sheet to be returned, to assure delivery by children.
- physical arrangements call for such things as circle seating and name cards.
- workshops are held shortly after the regular P.A. meeting, to assure maximum publicity.
- publicity includes the public display of posters made by children, the distribution of a special parents newsletter, and the use of the school telephone.
- "Buzz" sessions, 6-6-6 groups, and similar techniques are used to assure maximum parent participation.

Generally, it seems useful to treat the workshop as a combination educational and social event. The purpose is to establish among the parents a feeling of identification with the school, and to break down the barriers between school and parents.

Often this identification is fostered in unusual ways. At some schools, parents are given "diplomas" or certificates for attendance at a stated number of sessions. In other schools, a trip is taken as a culmination. Occasionally, activities of children are duplicated, such as enrolling as library members.

Better parent-pupil relationships have resulted from these workshops. The most frequent reaction of parents, in evaluating their experience, has been some remark such as "I find it easier to talk to my children." The therapeutic value for the parents themselves cannot be overlooked. As one parent put it, "I look forward to the Parents' Workshop because it gives me a chance to express myself. I also learned more about my children and myself."

Community Agencies

The additional impetus and personnel of the Higher Horizons program have made it possible for the schools to utilize existing services more fully and to develop new sources of community support. Literally hundreds of different groups have directly assisted the Higher Horizons schools with various phases of their program. A mere listing would take many pages. They have included: health and mental health agencies, both public and private; medical and dental societies; municipal and state departments and civil service organizations; public and private welfare agencies; neighborhood and settlement houses; camps; casework agencies; charitable organizations; foundations; speech and reading clinics; foster care organizations; religious organizations; department stores; social service agencies; colleges; private high schools and academies; neighborhood and district organizations; fraternities and sororities; labor unions; trade associations; museums, theatres, and other cultural organizations; "big sister" and "big brother" groups; delinquency prevention agencies and groups; fraternal organizations; boys' clubs; business men's groups; scholarship services; community centers; inter-racial and civil rights groups; student movements; radio stations; civic associations; libraries; newspapers; industrial organizations; patriotic groups; and political groups.

It is impossible, of course, to differentiate between services which would have been available without the Higher Horizons program and those which resulted from its introduction. The unanimous testimony of the schools is, however, that they are now receiving and using more services than ever before.

The experience of one principal is typical. He wrote:

> We discovered that the nearby Neighborhood House was not being used by most of our children. I don't think the situation was new, but we had other, more pressing problems. A complete program of publicity was worked out, which resulted in much greater utilization. I suppose we might have done this anyway, but, without the Higher Horizons personnel, and without the spur of Higher Horizons, it would have been less likely or delayed, or not so successful.

The examples of added cooperation are manifold. A department store set up a display of children's books before the season of holiday giving. The mental hygiene department of a local hospital arranged a weekly conference for newly appointed counselors and teachers under the supervision of two of its psychiatrists. A business men's group subsidized the attendance of fifty children at a children's theatre. An inter-racial organization conducted a series of workshops in a school in a neighborhood of ethnic change. A frequent development is that one kind of cooperation leads to another.

One junior high school alone reported help in the field of reading from nine different organizations: Public Education Association, YWCA, Yorkville Community Council, Barnard, Columbia University, City College, Teachers' College, Children's Shelter, and Callagy Hall.

The Northside Center for Child Development serviced some children with its "Problem Prevention in the Primary Grades" project. The focus of its effort was the emotionally disturbed child in kindergarten or grade 1, with a younger sibling, coming from a multi-problem family. The Institute for Developmental Studies attempted to help children with reading disabilities in grades 1 and 5.

The Manhattanville Community Center gave to one elementary school the following service:

psychiatric consultation	6 children
complete psychiatric evaluation	15 children
clinical group work	10 children
social group work	110 children
consultations	114 children
special recreational groups:	1 for bright 1 for slow

This same Community Center arranged with another elementary school to set up clinical play groups, to provide family counseling, and to assist with Saturday trips.

These examples could be multiplied over and over again. Together with the evidence given below, they attest to the tremendous backlog of public good will and interest in helping children who need help.

Other Community Action

A by-product of Higher Horizons has been the development of leadership potential in the community and the organization of group efforts for community improvement. In a district in Queens, for example, representatives of the Parents' Associations of the Higher Horizons schools met regularly to discuss ways in which they might help the program. Their first venture, a Youth Theatre, sold 3,200 subscriptions for a series of four Saturday events. It was so successful that it became an independent neighborhood activity, incorporated under the name of the South Queens Youth Theatre, Inc. Other subsequent activities of the original group of parents included the following:

— a series of evening Community Concerts for parents, which were heavily over subscribed.

— four meetings on Guidance and Mental Health, in cooperation with the Queens County Mental Health Society and the Bureau of Child Guidance.

- mobilization of public support behind the formation of a Museum of Arts for Queens.
- organization of a parents' choral group, with professional leadership.
- series of four plays, arranged in cooperation with Equity Library Theatre.
- participation in the campaign for a central library for Queens.

No other group of Higher Horizons schools can quite match this record of achievement, but all have had their successes. Many schools have organized community groups to help the Higher Horizons program. This aid may take a number of forms: supplying of speakers for assemblies and special occasions, especially "Career Days"; financial aids for needy students for trips and cultural enterprises; securing talent for school cultural programs; sponsorship of individual classes; "big brother" and "big sister" relationships. One of the most successful of these groups, the "Friends of Macon," was able to rally community support behind the junior high school's Higher Horizons program and make of it a real community effort.

Some schools report increases in the number of Boy Scout and Girl Scout groups. One school states that a group of ten mothers enrolled in a Girl Scout leadership course in preparation for the formation of a troop in the school. A cluster of schools reports success in securing an adult education center; another group speaks proudly of its work in securing additional recreational facilities. The forms of community leadership and cooperation are many, but they are all equally indicative of the possibilities of the Higher Horizons program for unleashing community action.

Centers for Reading, Homework, and Study

The mushroom growth of centers for reading, homework, and study for Higher Horizons pupils is eloquent testimony to the concern of parents and the community with their school progress. Dozens of such centers have been set up in churches, settlement houses, schools, community centers, housing projects, libraries, Y's, and even private homes. The pupils are supervised and instructed by volunteer high school and college students, parents, teachers, ministers, sorority members, librarians, and others. Sometimes the children get no more than the basic requisites for study so often missing from their homes — quiet, warmth, light, and space. They may receive help with their homework from students or adults with academic backgrounds. Many of them receive instruction in reading and basic skills from highly qualified teachers and other professionals. The personal interest and warmth of the volunteers, and the one-to-one relationships which are established, are often of even greater value than the actual coaching.

A junior high school principal writes: "The after-school study program initiated at the YMCA Harlem Branch by this school represents a happy combination of college and community resources. Senior students of CCNY, as well as teachers, have volunteered to serve as tutors and instructors in reading and mathematics. They also coach students for entrance examinations to special high schools." From an elementary school comes this report: "Parents and children have participated eagerly in a school-community project designed by the Ladies of Charity to help children reading below grade level. About a hundred children receive one hour of weekly individual instruction from a volunteer teacher." One high school receives special help from a group called **Free Tutoring, Inc.** The Parents' Association of another high school pays college students to tutor pupils who have fallen behind in their work.

It seems likely that a major result of these efforts is the public recognition of the importance of homework, reading, and study, and of doing well in school. In the hierarchy of values of the peer group and of some elements of the community, success in these areas is by no means esteemed. The centers are a public testimonial to the great importance which articulate and powerful members of the community ascribe to success in school work. As such, these voluntary efforts are effective aids to the motivational aspects of Higher Horizons, as well as to the instructional program.

Volunteer Groups

College students from Columbia, Barnard, Fordham, City College, Queens College and Teachers College have been extremely active in the Higher Horizons voluntary assistance program. The best known of these efforts, the Columbia-Barnard project, was thus described by its student director:

> During the college academic year 1961-1962, over 50 undergraduates worked in local schools. Through the joint efforts of committees at Barnard and Columbia, these volunteers were assigned directly to individual students, or to small groups in local elementary and junior high schools.
>
> For example, a Columbia student ran a debate club made up of ninth grade students. Another volunteer led two creative writing classes. Another formed a **Great Books Discussion Group** of seventh graders, who read and discussed **The Call of the Wild, A Christmas Carol,** and **The Red Pony.** Enrichment groups such as these ran mainly during the school day for one or two hours, and consisted of specially chosen junior high school students.
>
> Much remedial work was also done. Many volunteers preferred to help one individual "underachieving" student with rem-

> edial reading. Science and mathematics were taught with the close supervision of the teacher involved. Social studies, current events, and languages were taught individually or in small groups.
>
> Whether the volunteer was doing enrichment or remedial work, the emphasis was always on personal contact with the students. The volunteers soon discovered peripheral benefits from this experience which in many cases were more significant than the actual work produced. In a more relaxed and intimate learning situation, the students began to want to work more with their own initiative. In many cases, their entire scholastic motivation was improved. Also the students could talk to a college student and find out about higher education from someone who was presently going through it.

The most active of the community groups was the Public Education Association School Volunteers, which continued in five Higher Horizons schools the work it had begun the year before. The volunteers performed all kinds of useful services: individual help in reading and arithmetic; library work; development of creative talent in art, music and writing.

The **Volunteers of the Shelters, Inc.,** began a pilot program designed to give the children of one elementary school an extra hour of reading help. The volunteers were not professional teachers, but each had some college training. With the cooperation of the local assistant superintendent, the district reading coordinator conducted a series of training classes and demonstrations for the volunteers.

Casita Maria, a settlement house located in a low-cost housing project, gave the use of all its rooms between six and seven in the evening. During the year, 70 volunteers were able to give service to 110 children for one hour each week. The Spanish language newspaper La Prensa evaluated the program as follows:

> The community has reacted favorably to the project. Parents have brought their children weekly to the center. The school has given continued assistance and cooperation throughout the year. They have seen to the youngsters' selection and supplied the children with extra material if they felt it necessary. Casita Maria's staff have given hours of their time to enable the program to operate efficiently, and have worked closely with the group in an advisory capacity. The children themselves have put the seal of approval on the program. Their response, their progress, and their enthusiasm have proved the validity of the undertaking.

The Junior League of Brooklyn, with the cooperation of the Brooklyn Museum, visited classrooms with lessons and art objects from Japan and Mexico. The Alpha Kappa Alpha Sorority started a big-sister group at an all-girls junior high school. The Phi Delta Kappa Sorority began a series of Saturday meetings with junior high school girls, and offered some scholarship aid to pupils with college potential.

This kind of recital might well continue much longer. The fact is that the potential for community help is waiting to be tapped, as well as the human potential of children.

Work of the Office of the Coordinator

In many of these efforts, the office of the Coordinator acted as initiator, expediter, or clearing house for information. For example, through efforts at headquarters:

— A leading chain of stores offers five $8,000 scholarships each year to graduates of Higher Horizons high schools.

— The work of the Columbia-Barnard Volunteers has been extended to additional elementary and junior high schools and to the new Higher Horizons high schools.

— A private philanthropic organization "adopted" one of the Higher Horizons high schools, helping with funds and services.

— The Junior League of New York, through a committee called "Higher Horizons Gallery Guides," supplements Metropolitan Museum services for our children.

— hundreds of children visited the Supreme Court building.

— The Junior League of Brooklyn is arranging for creative dramatic groups for Higher Horizons children, and is now engaged in training volunteers.

— Plans have been made, in cooperation with other offices, for extension of voluntary community services to many more children.

Public Relations

A strong program of public relations is necessary for a Higher Horizons program not only to mobilize public support, but also to inspire the participants. People gain strength and stature from the knowledge that they are part of a unique and successful enterprise which has won public approval.

After Secretary (now Senator) Ribicoff visited a Higher Horizons junior high school, as noted earlier, he said, "I've never seen such bright, clean-cut, intelligent boys. Some of the boys in the high-class suburbs could learn a lesson from you." Subsequently, in speeches across the country, he sang the praises of Higher Horizons. His remarks received extensive coverage in the local press, and could not help but raise the public image of all Higher Horizons schools, pupils, and teachers.

Public interest in Higher Horizons has resulted in a steady stream of visitors from all over the country, and also from many parts of the world. The children see the visitors and know that they are the objects of unusual and favorable attention.

The office of the Coordinator has continued efforts to present an authentic image to the public. During 1961-1962 alone, the Coordinator and his assistants spoke at more than a hundred different meetings within the city and in other cities. Groups have included college faculties and policy committees, community councils, business men's organizations, philanthropic enterprises, fraternities and sororities, parents' associations, civic groups, junior leagues, labor unions, and other organizations interested in education and in young people.

Many activities combined to continue the excellent picture projected by Higher Horizons. The office of the Coordinator has begun the publication of an eight-page, well-illustrated **Higher Horizons Bulletin** to serve as a medium of professional exchange, and to acquaint the parents with the city-wide ramifications of the program. A four-page leaflet **Higher Horizons: A Program for Your Child** was distributed to parents early in November 1962, immediately prior to the visits of Open School Week.

A local radio station undertook a series of broadcasts devoted to activities in each of the Higher Horizons schools. One district issued three times during the year a joint publication of its Higher Horizons schools, "Neighborhood News." An enterprising school persuaded the editor of a local newspaper to permit it to write a weekly column for parents.

The extent of the local news coverage is well illustrated in a recent column in one of the newspapers. This column included stories about:

- Scholarships for needy junior high school students, of which two-thirds were won by Higher Horizons pupils.
- The organization of a Magician's club at a Higher Horizons junior high school.
- Election results at a Higher Horizons Parents' Association meeting.
- The establishment in a housing project of a reading clinic to service Higher Horizons pupils.

Despite the best efforts at headquarters and in districts, the heart of any public relations effort must remain the work at the local school level. The great multiplication of bulletins to parents, newsletters, magazines, workshops, meetings, and the like has already been noted. In addition to the usual methods of attracting parents to meetings, some schools have set up "telephone squads" which use the school's telephones after hours, and others have had notices read in the churches. All kinds of devices are grist to the mill: Higher Horizons stamps and emblems on literature going to parents; term calendars for parents; "adoption" of Parents' Association by the school General Organization.

School officials are constantly thinking of programs for securing re-enforcement for pupils and teachers. Parents too need re-enforcement, and a good program of public relations is one way to see that they get it.

IX

EVALUATION

Evaluation Project

The Higher Horizons program, because of its importance, its rapid growth, and the hopes placed in it, is being evaluated carefully and intensively. Its significance extends far beyond the particular group under study. Within the city, it is expected to serve as the pilot project of a vastly expanded program. Throughout the country, it has already served as the prototype of numerous other programs designed to discover and develop the talents of disadvantaged children. There is great need for statistically reliable and valid data, and for conclusions which can be applied in other communities as well as in New York City.

Little experimental evidence is available concerning methods for the educational motivation and stimulation of disadvantaged children, or for the identification of their academic potential. It is hoped that the findings will be applicable to a large segment of the American population. Some promising studies were initiated in the Demonstration Guidance Project in Junior High School 43 Manhattan and George Washington High School. They are still being carried forward and have been of great value in establishing goals and procedures for the Higher Horizons program.

In order to evaluate the Higher Horizons program, New York City has received additional financial assistance to conduct an appraisal of the effectiveness of the program. A three-year evaluative project is being conducted with the aid of a Federal grant of $81,000 which is being matched with city funds. Begun in June 1961, it will be completed in May 1964, and a full report will be issued shortly thereafter.

All phases of the evaluative study are under the supervision of the Bureau of Educational Research of the Office of Research and Evaluation, with Assistant Superintendent J. Wayne Wrightstone and Dr. George Forlano in charge. In keeping with the wise practice of separating the administrative and research phases of an operation, the Higher Horizons office plays no direct part in the program of evaluation, other than on a consultative basis. It has, however, cooperated continuously with the Bureau of Educational Research in the organization of the testing program and in the administrative phases.

Through the Higher Horizons program and evaluative studies, much will be learned about the techniques for the identification, motivation and education of culturally deprived children and for stimulating them and their families to pursue higher educational goals. The findings will be applicable to a large segment of the American population for the improvement of their education and for the increase of the contribution they can make to the national welfare through education.

Objectives of Evaluation Project*

The major objective is to secure answers to the following questions:

1. Does a planned program of identification, motivation and cultural enrichment develop pupil potential any more effectively than the conventional instructional program?

   This question may be broken down to the following specific issues:

   a. Can the proposed coordinated, continuous program of identification, counseling, curriculum adaptation, and cultural enrichment lead to improved scholastic performance in elementary, junior, and senior high schools?

   b. Will there be fewer disciplinary problems among the experimental pupils than among the control pupils?

   c. Will the attendance rates be significantly higher among the experimental pupils as compared with those for the control pupils?

   d. Will there be significantly less reading retardation among the experimental as compared with the control pupils?

   e. Will there be significantly greater improvement in school conduct and work habits among the experimental pupils when compared with the controls?

   f. Will the experimental pupils show appreciably better personality adjustment, social attitudes, and school satisfaction than their control counterparts?

   g. Will there be a greater number of experimental pupils as compared to their control counterparts seeking higher but realistic vocational goals?

2. To what extent, if any, does the use of a variety of methods and techniques, including teacher and counselor observations and ratings, identify more of the potentially able students among the deprived pupil groups than are now identified by the usual standardized tests of academic aptitude and achievement?

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* This section and the following section of this chapter were written by Dr. George Forlano of the Bureau of Educational Research.

3. To what extent does parent and community participation in the experimental program result in raising the level of aspiration of educational and vocational plans of their children?

The major assumption of this study is that among children from disadvantaged homes and neighborhoods there is a reservoir of potential which is not being fully tapped now. These human resources can be conserved and developed to a greater extent under an on-going program of identification and motivation begun in the early elementary grades and continued through junior and senior high schools.

Procedures

There are two parts to this study. The first part is a normative survey, while the second part is an intensive experimental-control study.

For the normative survey a modified longitudinal approach is being used. It involves the determination of the status of pupils in various areas of development at the time they enter the program, along with a follow-up of these pupils over a period of two or more years. At the elementary level approximately 1,000 beginning third grade pupils were selected; at the junior high school level approximately 1,000 beginning seventh grade students were included.

Several types of appraisal are being used. They include standardized tests of intelligence and achievement, ratings and evaluations by teachers and guidance counselors, and school data on pupil attendance and pupil conduct in the school. Pupil personnel record cards and school record cards are maintained and utilized. Special record cards have been developed, and questionnaires, checklists, and rating scales have been constructed and used.

Growth and development of the participating pupils are being evaluated by procedures which include the statistical analysis of standardized test scores, frequency counts, comparisons with growth expectancies, and comparisons of growth of survey groups with that of comparable groups. The determination of the extent to which parent and community participation in the Higher Horizons program results in raising educational and vocational levels of aspiration is based upon a sampling of parental opinion. Appropriate questionnaires for parents are used, as well as the judgments of counselors and other school personnel.

Finally, methods and techniques to identify the potentially able students are also being evaluated. Teacher and counselor ratings of pupil potential are compared with the determination of pupil ability made by the usual standardized tests of aptitude and achievement. Pupil performance on non-verbal measures are compared with performance on verbal measures of ability and with teacher ratings. Appropriate correlational procedures are being used.

The second major section of the study is an intensive experimental-control study of a sample of pupils participating in the Higher Horizons program. For this part of the study, random representative class samples from the third grade in the elementary schools and the seventh grade in junior high schools have been selected from the participating experimental and control schools. In all, a total of approximately 1,000 pupils are included in the intensive study. Scores on standardized intelligence and achievement tests have been, or will be obtained. Data from questionnaires, sociometric techniques, inventories, checklists and rating scales are also secured. Teachers, guidance counselors, supervisors, and pupils are co-operating in obtaining these data.

Growth in academic achievement in several areas is being compared from measures on equivalent forms of standardized achievement tests given to both control and experimental groups. Growth in personal and social adjustment is being appraised in terms of teachers' observations as recorded on rating scales. In addition, sociometric instruments and self-concept inventories have been administered to participating experimental and control students in the upper grades. Comparative changes in range and severity of problems and unmet needs of control and experimental pupils are studied through teacher observations and responses to specially constructed pupil questionnaires. Comparisons in number and type of school conduct problems and attendance rates of control and experimental pupils have been made, utilizing pupil, school and other official records.

Experimental and control groups are being compared, utilizing quantitative and qualitative approaches. Matched groups have been found for study and analysis. Where needed and appropriate, analysis of co-variance is being applied.

The final report of the project will include a presentation of both quantitative and qualitative data. Scales and related measures developed will be made available for future researchers in this field.

Construction of Special Instruments

The Bureau of Educational Research has constructed a number of special instruments to assist in its program of evaluation. These include the following:

1. To evaluate the extent and severity of discipline problems: **Student Behavior Rating Scale.**

2. To evaluate school conduct: **Classroom Discipline Scale.**
3. To evaluate work habits: **Pupil Self-Rating Scale** (completed by pupil) and **Teacher Rating of Student Attitude Scale** (completed by teacher).
4. To evaluate self-image: **How Do I Rate Scale (Revised).**
5. To evaluate educational and vocational aspiration level: **Educational-Vocational Aspirational Level Checklist** (completed by pupil) and **Parent Questionnaire** (completed by parent).
6. To evaluate methods of predicting academic success: **Teacher Estimate of Student Potential Scale.**
7. To evaluate basic school data: **Principals' Opinionnaire-Questionnaire.**

Other Data

A great deal of material necessary to answer the basic questions has been assembled, such as attendance and scholastic performance in academic areas. In addition, it is considered important to include relevant information concerning the nature of the student population, services supplied by Higher Horizons, and unusual handicapping factors. If this were not done, the reports might seem to be presented in vacuo. Therefore, the following data has been secured to help round out the picture, and to present the results in their proper setting: school population; age; regular and special services; ethnic composition; pupil transiency; teacher turnover; classification of non-English speaking children; school size; class size.

Other Evaluation

An analysis of admissions to special examination academic high schools in June 1962 indicated that Higher Horizons schools had improved 17% as compared with the previous year. Unfortunately, data was not collected for control schools, but the results were encouraging indeed.

Many principals of Higher Horizons schools have reported little or no loss of pupils under the Open Enrollment Program, and have ascribed their improved holding power to the effects of the Higher Horizons program. There is no doubt that, in a significant number of cases, the presence of the Higher Horizons program has had a stabilizing influence. However, other evidence points to such causative factors as distance to receiving schools, activity of community groups, social mobility of parents, sending school climate, and others. For example, a few Higher Horizons schools in Queens have lost a considerable number of children. Under such conditions, it seems fair to conclude only that, while Higher Horizons may be an important factor in the final decision of the parents, it is by no means the only factor, or even necessarily the most important factor.

During the school year 1961-1962, the Guidance Data Card was continued as the basic guidance record for each child. A new card has been developed, easier to use and yet comprehensive, which is now being tried out (see Appendix C).

Evaluation from the Schools

The judgments of the people in the field are necessarily subjective and often emotional. Yet how can one overlook the sincere and unsolicited expressions of praise and gratitude which come from those who most greatly affect the Higher Horizons program, and those who are most greatly affected by it? The boy who boasts, "I'm in a Higher Horizons school" and the mother, applying for a transfer because she moved, who asks, "Is the new school a Higher Horizons school?"—they too have evaluated the program.

The preceding pages are replete with the practical judgments of pupils, parents, teachers, and supervisors. For thousands of pupils, the program has resulted in improved personal and social competency through guidance, an instructional program better suited to their needs and to their higher aspirations, and cultural opportunities designed to make the total community a part of their lives. The feelings of principals and teachers who speak in terms of hope rather than frustration are no less real because they do not appear as part of a statistical report. The increased numbers of parents who voluntarily come to school to help their children and the increasing support of community groups are visible illustrations of practical value.

One school summed up its evaluation as follows:

> The teachers of grades which have the Higher Horizons program are definitely pleased. They see the improvement in the pupils, and are grateful for the help they themselves receive. There has been a marked change in the attitude of the pupils. School and class spirit have improved, and there is a greater desire to conform to standards of behavior. Because children now engage in more activities as groups, there is a greater cohesiveness and pride. Parents, too, feel that something special has been added. They have a strong feeling that the new Higher Horizons program is for **their** children.

A principal described the changes in these words:

> There has been during the past three years a sharp change from an attitude of skepticism to one of acceptance with approval. This positive attitude has continued to such a point that parents and pupils refer with pride to Higher Horizons schools

or Higher Horizons grades. Teachers feel a sense of mission and show eagerness to participate in professional discussions concerning ways of implementing the program. The emphasis in general is less upon "What can you expect?" and more upon "How can we achieve our objectives?"

A counselor commented, with considerable insight: "The best element of the program is that it exists. It serves as an inspirational and motivating force for teachers, pupils, and parents. It is an expression of a philosophy which may lead to greater concrete achievement as time goes on." She might have added that it is tangible proof of the concern of the community for its young people. The Higher Horizons program is evidence to pupils, parents, teachers, and supervisors, that somebody cares, and cares very much.

The emotional concomitants of the program and the resulting contagion of enthusiasm have often proved as valuable as the activities themselves. Wherever the Higher Horizons program has been introduced, it has stimulated the professional staff to greater enthusiasm and endeavor. The inspirational aspects, although the most difficult to define or explain, are nonetheless the most important.

One of the encouraging facts about Higher Horizons is that its total impact has been greater than the sum of its parts. A principal said at a meeting, "I don't know what happened to me when we became a Higher Horizons school. It wasn't only that I believed in the children and worked harder for them. I wanted everybody to believe in them and to work for them." This quality of belief in children—by teachers, by parents, and by the children themselves—has been one of the most important outcomes of the Higher Horizons program. It is well illustrated by the principal who emblazoned the phrase "P. S. —— is the Best" all over the school. His active faith in the children, and his campaign to propagate that faith, have borne fruit. Teachers, parents, and pupils are convinced that it **is** the best school. Surely, this pervasive atmosphere of faith and hope must have a positive effect upon the children.

Summary

It would be a serious error to leave the impression that New York City has solved all of its educational problems through the Higher Horizons program. In our Higher Horizons schools, as in other schools attended by disadvantaged children, there are too many pupils on part-time instruction and too many inexperienced teachers. The average achievement level is still far below that of other schools, and the gap between potential and performance is still great indeed.

The Higher Horizons program does not pretend to be a panacea. It is a symbol of the efforts of a community on behalf of its children. It is a program of conspicuous, collective action to salvage the potential of children.

It is true that no single aspect or procedure of the Higher Horizons program is brand new. There is nothing novel about trips, or parent workshops, or academic enrichment, or intensive individual counseling, or any of the other features noted above. It is also true, however, that the Higher Horizons program represents the first unified attempt, on any considerable scale, to tap the hidden potential of our disadvantaged children.

Higher Horizons is an organized effort to effect a major breakthrough in the education of those who need special help to be able to make their maximum contribution to our American democracy. It has established the basic philosophy and indicated the major areas of operation. It inspires hope and supplies the personnel to translate that hope into reality. What might formerly have been done sporadically or in isolation is now part of a total program, with far greater impact upon the child. If Higher Horizons has done nothing else, it has provided a rallying point in the fight for our disadvantaged children, and a peg upon which all—supervisors, teachers, parents, and pupils—might hang their hopes.

APPENDIX A

Schools in the Higher Horizons Program

1962-1963

Elementary Schools—Total 52

Manhattan: Numbers 24, 57, 68, 72, 90, 100, 103, 108, 119, 123, 125, 133, 157, 170, 171, 175, 184, 192, 194, 197.

Bronx: Numbers 23, 51, 124, 140, 146.

Brooklyn: Numbers 3, 21, 44, 93, 129, 167, 191, 243, 256, 262, 289.

Queens: Numbers 5, 7, 14, 19, 45, 48, 50, 92, 96, 116, 123, 140, 143, 155, 160, 171.

Junior High Schools—Total 13

Manhattan: Numbers 13, 43, 120, 136, 139.

Bronx: Number 120.

Brooklyn: Numbers 35, 210, 258.

Queens: Numbers 16, 40, 126, 142.

High Schools—Total 11

Manhattan: Commerce, Haaren, Hughes.

Bronx: Morris, Bronx Vocational.

Brooklyn: Boys, Girls, Lane, Wingate.

Queens: Long Island City, Woodrow Wilson Vocational.

APPENDIX B

Special Services to Higher

1962-

School District	Elem. School	Special Service	No. of Classes*	No. of Pupils*	Guid. Couns.	Prog. Tchrs.	CRT**
Mr. Scalea 5-7-9 Man.	72	X	19	574	2	5	1
	171	X	25	661	2	3	1
Miss Clark 10-11 Man.	57	X	20	520	1.6	5	1
	103	X	31	909	2	3	1
	108	X	24	749	2	3	1
	125	X	38	1027	2.4	3	1
	157	X	27	804	2	3	1
	170	X	32	933	2.4	3	1
	184	X	34	943	2.4	3	1
Dr. Shapp 12-13-14 Man.	24	X	15	447	1.6	3	1
	68	X	36	995	2.4	3	1
	90	X	37	996	1.4	3	1
	100	X	25	678	2	3	1
	119	X	24	673	2	5	1
	123	X	32	840	2	3	1
	133	X	16	460	1.4	3	1
	175	X	20	555	1.6	3	1
	192	X	25	732	2	3	1
	194	X	18	499	1.6	3	1
	197	X	20	562	1.4	3	1
Mr. Cocks 15-16 Bx.	51	X	26	809	2	3	1
	124	X	22	605	1	5	1
Dr. Strumpf 17-18 Bx.	23	X	20	559	1.4	5	1
	140	X	20	649	1.6	3	1
	146	X	24	676	2	3	1

* Grades 3-6 only.

** See pages 16-17 for explanation.

APPENDIX B

Horizons Elementary Schools
1963

RIT**	SAT**	N.E. Coord.**	Libr.	Other	Attend. Tchrs.	Tchr. Trng.	EIP Prog.**	Jr. Guid.**	ADNS**
1	1	1			.4				
1	1	1	1		.4	X			
1	1	1			.4			2	
1	1		1		.4				
1	1	1	1		.4				7
1	1		1		.2			2	
1			1	1	.4				
1	1	1	1		.4				
1			1		.6				
1			1		.4				
1			1		.6			2	7
1		1	1		.6	X	X	2	
1			1		.4	X			
1					.4				
1			1		.6			4	
1			1		.2				
1			1		.4				
1	1	1		1	.4				
1			1		.4				7
1			1		.2				
1	1	1	1		.6				
1	1	1			.2		X		
1	1				.4				
1		1	1		.4				
1			1		.2				

APPENDIX B

Special Services to Highe

1962

School District	Elem. School	Special Service	No. of Classes*	No. of Pupils*	Guid. Couns.	Prog. Tchrs.	CRT**
Dr. Noethen 25-27 Bklyn.	3	X	24	581	2	3	I
	44	X	24	677	2	5	I
	93	X	26	602	1.6	3	I
	167		24	758	2	3	I
	256	X	22	629	1.8	3	I
	289	X	26	770	2	3	I
Mrs. O'Daly 32-33-34 Bklyn.	21	X	19	557	1.8	3	I
	129	X	30	786	2	3	I
	191	X	28	836	2	3	I
	243	X	31	878	1.4	3	I
	262	X	24	725	2	5	I
Dr. Meagher 48 Queens	14		11	366	I	2	I
	19		18	594	1.4	3	I
	92	X	9	228	I	4	I
	143		11	347	I	2	I
Miss Halleron 45-46 Queens	5		13	450	I	2	I
	7		11	354	I	4	
	171	X	24	648	I	3	I
Dr. Ryan 50 Queens	45		18	587	1.4	3	I
	48	X	13	430	I	2	I
	50	X	20	587	1.4	3	I
	96		7	212	.6	I	
	116	X	23	594	1.6	5	I
	123	X	36	921	2	3	I
	140	X	24	657	1.6	3	I
	155	X	20	573	1.6	3	I
	160	X	21	555	1.6	3	I
	52	44	1,187	33,757	87	168	50

* Grades 3-6 only.

** See pages 16-17 for explanation.

*** Total includes 3 Science, I Art, I Health Education, 2 Music Teachers.

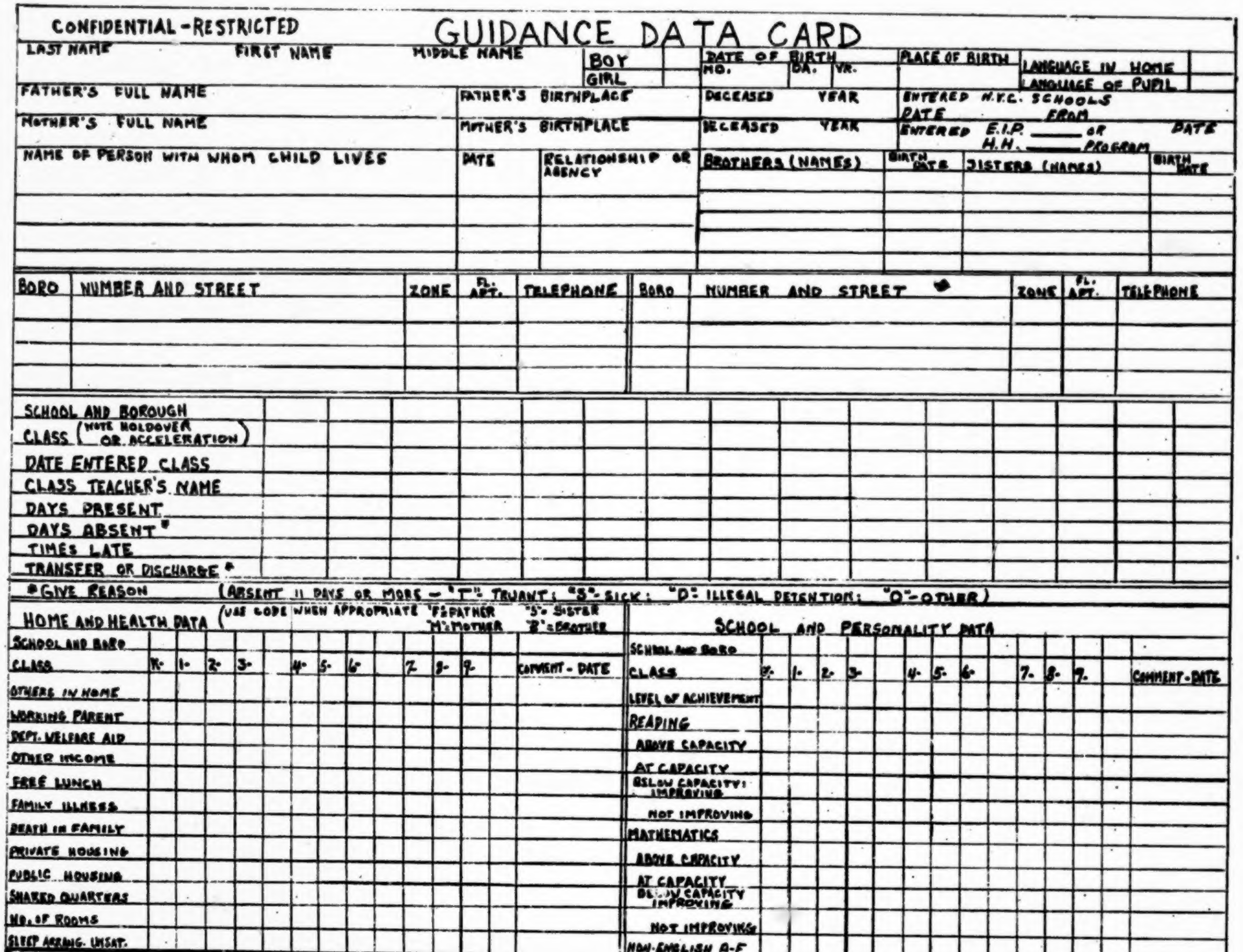
Horizons Elementary Schools
1963

RIT**	SAT**	N.E. Coord.**	Libr.	Other	Attend. Tchrs.	Trng. Tchr.	EIP Prog.**	Jr. Guid.**	ADNS**
1			1		.6			2	7
1					.6				
1			1		.6	X		5	
1					.2				
1			1		.6		X		
1			1	1	.6				
1			1	2	.2	X	X		
1			1		.6				
1			1	1	.4				
1			1		.4	X			
1					.2				
			1		.2				
1					.2		X		
1					.2				
1					.2				
1				1	.2				
1					.4				
1	1		1		.6		X		7
1					.2				
			1		.2				
1					.2				
					.2				
1					.4	X		2	
1			1		.4	X		2	
1			1		.4				
1					.4	X			
1			1		.2			2	
49	12	10	33	7***	19.6	9	6	25	35

Appendix C

GUIDANCE DATA CARD (Revised)

Front of Card



CONFIDENTIAL - RESTRICTED

GUIDANCE DATA CARD

LAST NAME | FIRST NAME | MIDDLE NAME | BOY ☐ GIRL ☐ | DATE OF BIRTH MO. DA. YR. | PLACE OF BIRTH | LANGUAGE IN HOME | LANGUAGE OF PUPIL

FATHER'S FULL NAME | FATHER'S BIRTHPLACE | DECEASED YEAR | ENTERED N.Y.C. SCHOOLS DATE FROM

MOTHER'S FULL NAME | MOTHER'S BIRTHPLACE | DECEASED YEAR | ENTERED E.I.P. ______ OR H.H. ______ PROGRAM DATE

NAME OF PERSON WITH WHOM CHILD LIVES	DATE	RELATIONSHIP OR AGENCY	BROTHERS (NAMES)	BIRTH DATE	SISTERS (NAMES)	BIRTH DATE

BORO	NUMBER AND STREET	ZONE	FL. APT.	TELEPHONE	BORO	NUMBER AND STREET	ZONE	FL. APT.	TELEPHONE

SCHOOL AND BOROUGH															
CLASS (NOTE HOLDOVER OR ACCELERATION)															
DATE ENTERED CLASS															
CLASS TEACHER'S NAME															
DAYS PRESENT															
DAYS ABSENT*															
TIMES LATE															
TRANSFER OR DISCHARGE*															

*GIVE REASON (ABSENT 11 DAYS OR MORE – "T" TRUANT; "S" SICK; "D" ILLEGAL DETENTION; "O" OTHER)

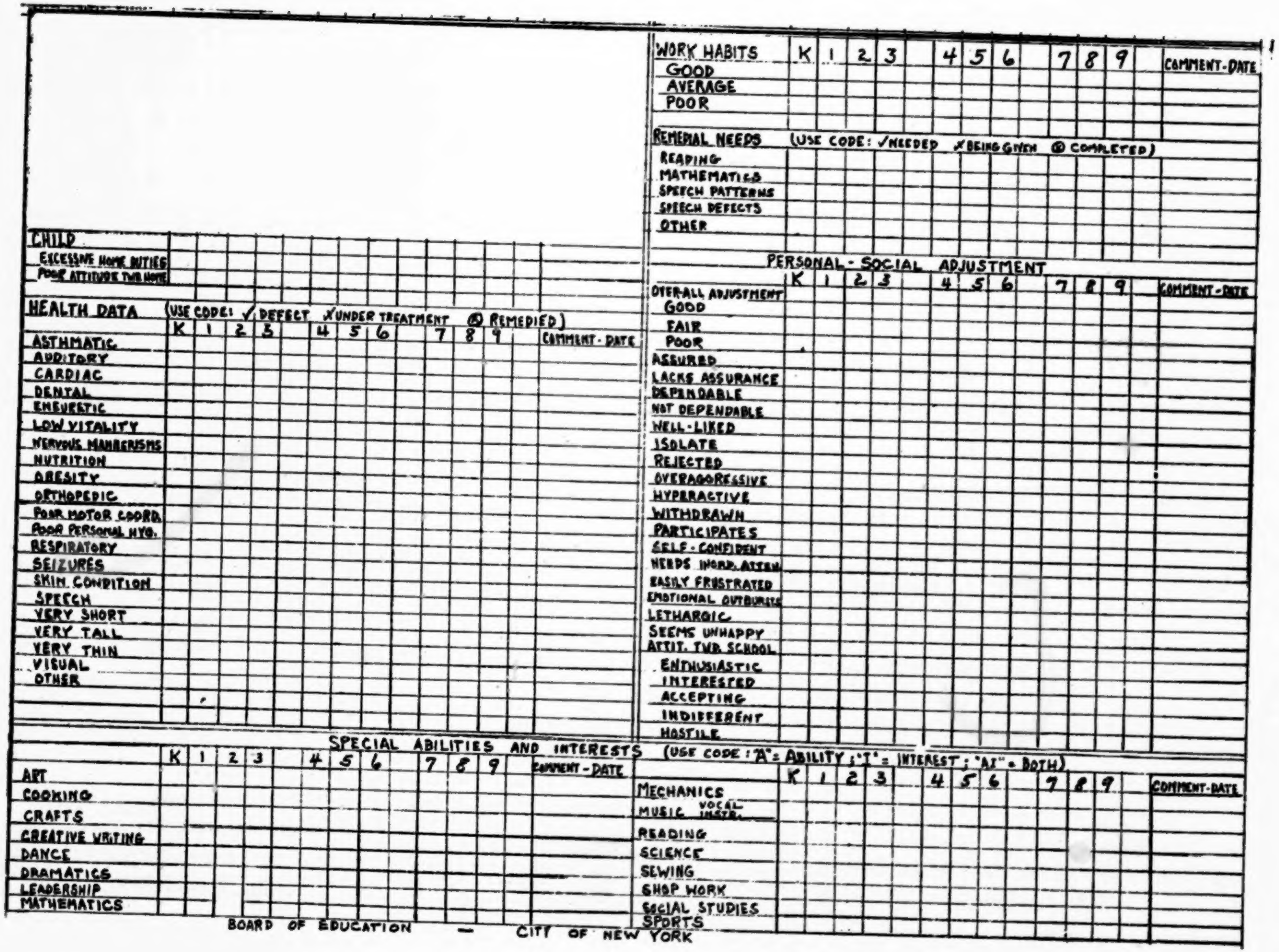
HOME AND HEALTH DATA (USE CODE WHEN APPROPRIATE "F" FATHER "M" MOTHER "S" SISTER "B" BROTHER

SCHOOL AND BORO													
CLASS	K.	1.	2.	3.		4.	5.	6.		7.	8.	9.		COMMENT - DATE
OTHERS IN HOME														
WORKING PARENT														
DEPT. WELFARE AID														
OTHER INCOME														
FREE LUNCH														
FAMILY ILLNESS														
DEATH IN FAMILY														
PRIVATE HOUSING														
PUBLIC HOUSING														
SHARED QUARTERS														
NO. OF ROOMS														
SLEEP ARRANG. UNSAT.														

SCHOOL AND PERSONALITY DATA

SCHOOL AND BORO														
CLASS	K.	1.	2.	3.		4.	5.	6.		7.	8.	9.		COMMENT - DATE
LEVEL OF ACHIEVEMENT														
READING														
ABOVE CAPACITY														
AT CAPACITY														
BELOW CAPACITY: IMPROVING														
NOT IMPROVING														
MATHEMATICS														
ABOVE CAPACITY														
AT CAPACITY														
BELOW CAPACITY IMPROVING														
NOT IMPROVING														
NON-ENGLISH A-F														

Appendix C



CHILD														
EXCESSIVE HOME DUTIES														
POOR ATTITUDE TWD HOME														

HEALTH DATA (USE CODE: ✓ DEFECT ✗ UNDER TREATMENT Ⓡ REMEDIED)

	K	1	2	3		4	5	6		7	8	9		COMMENT - DATE
ASTHMATIC														
AUDITORY														
CARDIAC														
DENTAL														
ENEURETIC														
LOW VITALITY														
NERVOUS MANNERISMS														
NUTRITION														
OBESITY														
ORTHOPEDIC														
POOR MOTOR COORD.														
POOR PERSONAL HYG.														
RESPIRATORY														
SEIZURES														
SKIN CONDITION														
SPEECH														
VERY SHORT														
VERY TALL														
VERY THIN														
VISUAL														
OTHER														

WORK HABITS	K	1	2	3		4	5	6		7	8	9		COMMENT-DATE
GOOD														
AVERAGE														
POOR														

REMEDIAL NEEDS (USE CODE: ✓ NEEDED ✗ BEING GIVEN Ⓒ COMPLETED)

READING														
MATHEMATICS														
SPEECH PATTERNS														
SPEECH DEFECTS														
OTHER														

PERSONAL - SOCIAL ADJUSTMENT

	K	1	2	3		4	5	6		7	8	9		COMMENT-DATE
OVER-ALL ADJUSTMENT														
GOOD														
FAIR														
POOR														
ASSURED														
LACKS ASSURANCE														
DEPENDABLE														
NOT DEPENDABLE														
WELL-LIKED														
ISOLATE														
REJECTED														
OVERAGGRESSIVE														
HYPERACTIVE														
WITHDRAWN														
PARTICIPATES														
SELF-CONFIDENT														
NEEDS INORD. ATTEN.														
EASILY FRUSTRATED														
EMOTIONAL OUTBURSTS														
LETHARGIC														
SEEMS UNHAPPY														
ATTIT. TWD. SCHOOL														
ENTHUSIASTIC														
INTERESTED														
ACCEPTING														
INDIFFERENT														
HOSTILE														

SPECIAL ABILITIES AND INTERESTS (USE CODE: "A" = ABILITY; "I" = INTEREST; "AI" = BOTH)

	K	1	2	3		4	5	6		7	8	9		COMMENT - DATE
ART														
COOKING														
CRAFTS														
CREATIVE WRITING														
DANCE														
DRAMATICS														
LEADERSHIP														
MATHEMATICS														

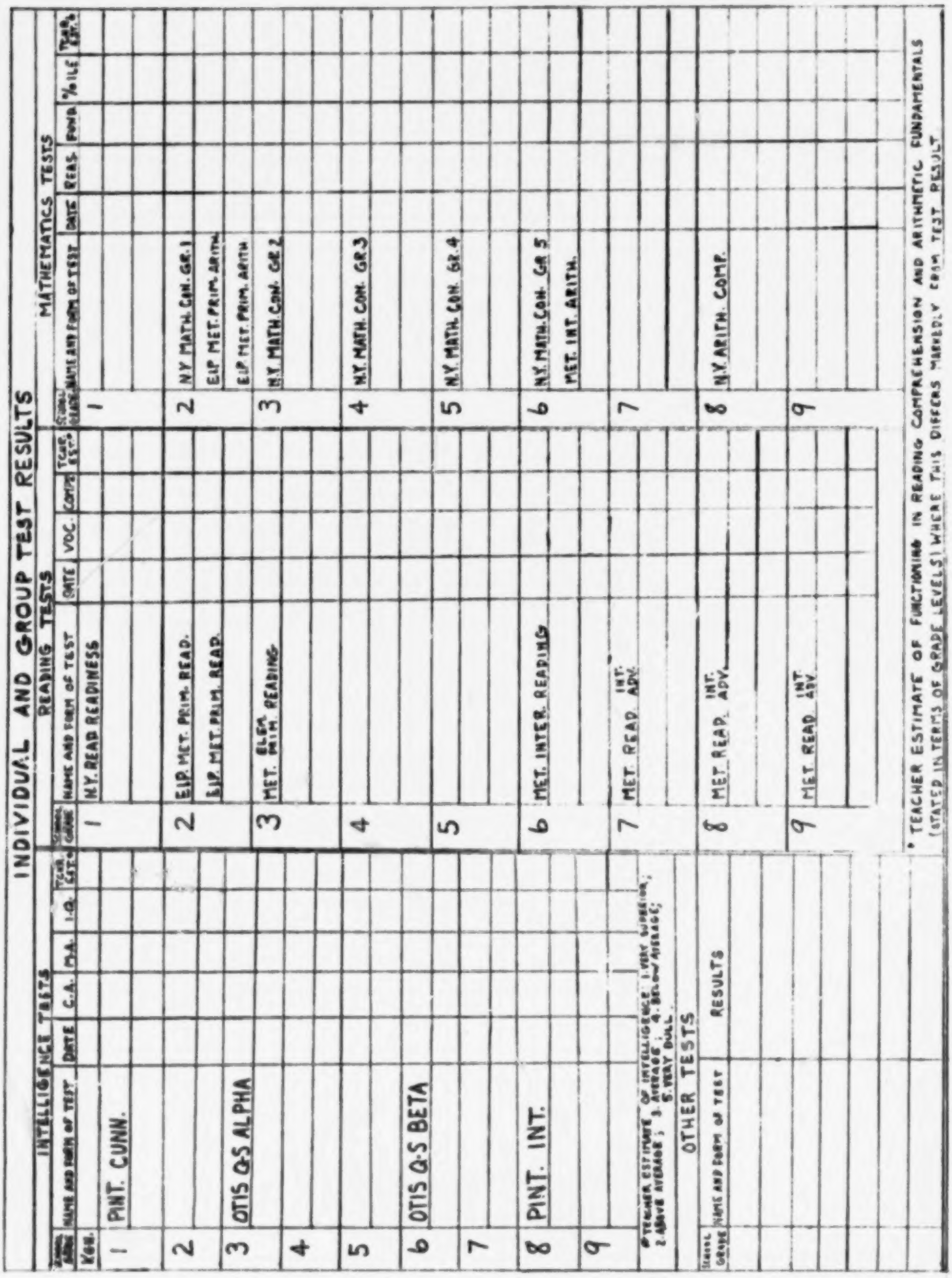
	K	1	2	3		4	5	6		7	8	9		COMMENT-DATE
MECHANICS														
MUSIC VOCAL INSTR.														
READING														
SCIENCE														
SEWING														
SHOP WORK														
SOCIAL STUDIES														
SPORTS														

BOARD OF EDUCATION — CITY OF NEW YORK

Appendix C

GUIDANCE DATA CARD (Revised)

Back of Card



INDIVIDUAL AND GROUP TEST RESULTS

INTELLIGENCE TESTS

SCHOOL GRADE	NAME AND FORM OF TEST	DATE	C.A.	M.A.	I.Q.	TCHR. EST.*
Kgn.						
1	PINT. CUNN.					
2						
3	OTIS Q-S ALPHA					
4						
5						
6	OTIS Q-S BETA					
7						
8	PINT. INT.					
9						

*TEACHER ESTIMATE OF INTELLIGENCE: 1. VERY SUPERIOR; 2. ABOVE AVERAGE; 3. AVERAGE; 4. BELOW AVERAGE; 5. VERY DULL.

OTHER TESTS

SCHOOL GRADE	NAME AND FORM OF TEST	RESULTS

READING TESTS

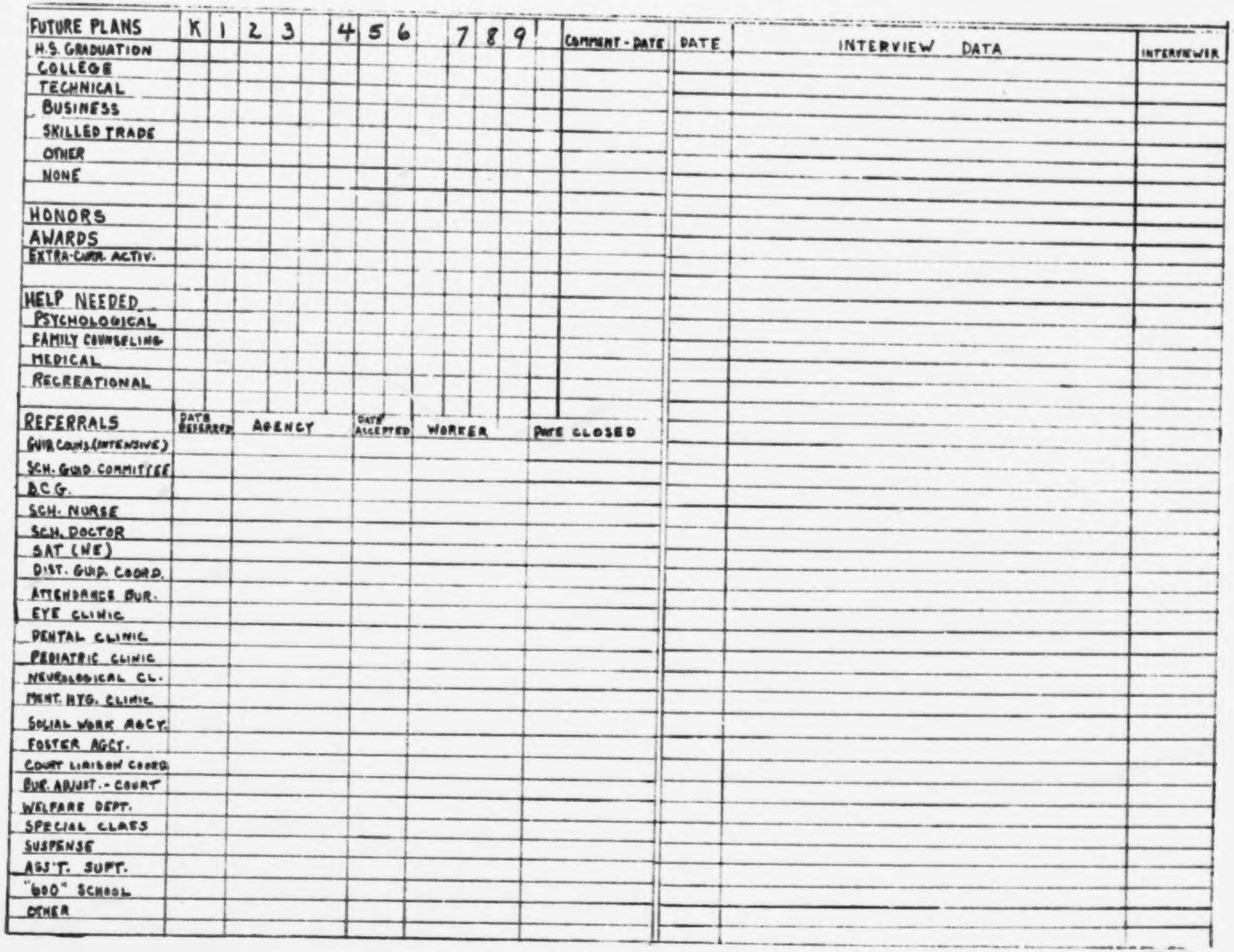
SCHOOL GRADE	NAME AND FORM OF TEST	DATE	VOC.	COMP.	TCHR. EST.°
1	N.Y. READ READINESS				
2	E.I.P. MET. PRIM. READ. E.I.P. MET. PRIM. READ.				
3	MET. ELEM./PRIM. READING				
4					
5					
6	MET. INTER. READING				
7	MET. READ. INT./ADV.				
8	MET. READ. INT./ADV.				
9	MET. READ. INT./ADV.				

MATHEMATICS TESTS

SCHOOL GRADE	NAME AND FORM OF TEST	DATE	REAS.	FUND.	%ILE	TCHR. EST.°
1						
2	N.Y. MATH. CON. GR. 1 E.I.P. MET. PRIM. ARITH. E.I.P. MET. PRIM. ARITH.					
3	N.Y. MATH. CON. GR. 2					
4	N.Y. MATH. CON. GR. 3					
5	N.Y. MATH. CON. GR. 4					
6	N.Y. MATH. CON. GR. 5 MET. INT. ARITH.					
7						
8	N.Y. ARITH. COMP.					
9						

° TEACHER ESTIMATE OF FUNCTIONING IN READING COMPREHENSION AND ARITHMETIC FUNDAMENTALS (STATED IN TERMS OF GRADE LEVELS) WHERE THIS DIFFERS MARKEDLY FROM TEST RESULT

Appendix C



FUTURE PLANS	K	1	2	3		4	5	6		7	8	9		COMMENT - DATE
H.S. GRADUATION														
COLLEGE														
TECHNICAL														
BUSINESS														
SKILLED TRADE														
OTHER														
NONE														
HONORS														
AWARDS														
EXTRA-CURR. ACTIV.														
HELP NEEDED														
PSYCHOLOGICAL														
FAMILY COUNSELING														
MEDICAL														
RECREATIONAL														

REFERRALS	DATE REFERRED	AGENCY	DATE ACCEPTED	WORKER	DATE CLOSED
GUID. COUNS. (INTENSIVE)					
SCH. GUID. COMMITTEE					
B.C.G.					
SCH. NURSE					
SCH. DOCTOR					
SAT (NE)					
DIST. GUID. COORD.					
ATTENDANCE BUR.					
EYE CLINIC					
DENTAL CLINIC					
PEDIATRIC CLINIC					
NEUROLOGICAL CL.					
MENT. HYG. CLINIC					
SOCIAL WORK AGCY.					
FOSTER AGCY.					
COURT LIAISON COORD.					
BUR. ADJUST. - COURT					
WELFARE DEPT.					
SPECIAL CLASS					
SUSPENSE					
ASS'T. SUPT.					
"600" SCHOOL					
OTHER					

DATE	INTERVIEW DATA	INTERVIEWER